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ABSTRACT

A follow-up survey of high school and postsecondary vocational and technical graduates and the employers of those graduates was conducted to identify the jobs, starting salaries, and adequacy of the programs preparing those graduates in Guam. Information was gathered through survey forms mailed to 461 graduates and/or from the programs from which they had graduated, and from a mailed survey of 161 employers of four groups of graduates: the Apprenticeship Training Group; the Postsecondary Certificate and Associate Degree group; the Police and Fire Cycle graduates; and the Secondary program group. Return rate was 55% (Secondary employers); 75% (Apprenticeship employers); 76% and 57% for Associate Degree and Postsecondary certificate employers respectively, and 83% for Police and Fire Cycle employers. Results were reported by program area, by gender, by wages earned, and in various other configurations in the 45 tables of the report. Highlights of the results included the following: (1) 83 percent of the secondary graduate respondents were employed full or part time with a mean hourly wage of $5.83 for male and $5.09 for female graduates working full time in areas for which they were trained; (2) all the apprenticeship respondents were employed full time in their trades, earning an average of $10.68 per hour; (3) 87 percent of the postsecondary graduates were employed full or part time; (4) graduates employed full time in jobs related to their training averaged $12.47 per hour; (5) most postsecondary graduates expressed positive perceptions of their training programs; (6) 66 percent of adult high school diploma graduates were employed full time at an average wage of $5.09; (7) a majority of employers rated the graduates "very good" or "good" on the technical knowledge necessary for their job; and (8) employers thought the graduates had proper work attitudes and performed quality work. (The survey forms are appended to the report.) (KC)

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1989

GRADUATE FOLLOW—UP AND EMPLOYER SURVEY

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GUAM COMMUNITY COLLEGE

1989
GRADUATE FOLLOW-UP
AND EMPLOYER SURVEY

Prepare by:

Office of the President

State Agency for Vocational and Adult Education

JUNE 1990

GUAM

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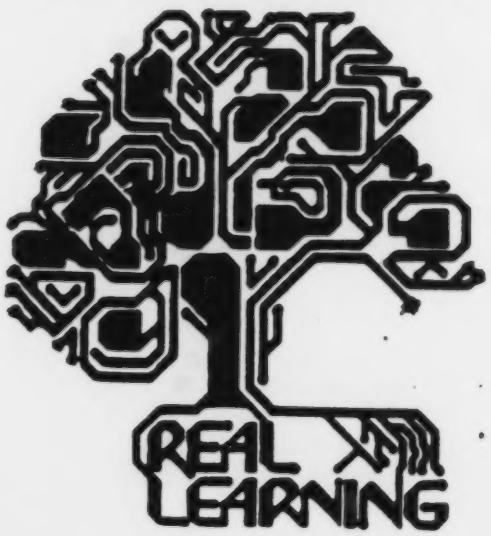
VOCATIONAL EDUCATION



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Guam Community College

'Accredited by the Western Association of Schools and Colleges'

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F O R E W O R D

This report on the school year 1988-89 graduates of Guam Community College is a follow-up study mandated by the Carl Perkins Vocational Education Act of 1984, (Public Law 98-524) and the Guam Community College Act of 1977 (Public Law 14-77).

This survey provides educational administrators, teachers, and others concerned about vocational education with information that may be used to evaluate the effectiveness of vocational education and plan for program improvement. The 1989 study reflects that vocational graduates are prepared to meet the needs of business and industry as attested to by the excellent employer ratings received by GCC graduates. Competitive salaries and positive perceptions of training received, show that the quality of vocational training is adequately working toward the fulfillment of its goals.

Guam Community College would like to thank the graduates and employers who provided the data to complete this survey. Recognition and thanks are also given to college personnel for their support and cooperation.

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1989 GRADUATE SURVEY HIGHLIGHTS

1989 GRADUATE SURVEY HIGHLIGHTS

SECONDARY GRADUATES

Eight-three (83) percent of the Secondary Graduate respondents were employed full-time or part-time.

Thirty-one (31) percent of the respondents were pursuing additional education enrolled as full-time or part-time students.

Twenty (20) percent of those respondents pursuing additional education on a full-time or part-time basis were also working on a full-time or part-time basis.

Eleven (11) percent of the respondents were in the different branches of the Military service.

The mean hourly wage for graduates employed full-time in fields related to their training was $5.83 for males and $5.09 for females. The mean hourly wage for males and females combined was $5.58. The secondary graduate on an average earned $2.23 per hour more than the minimum wage ($3.35) in 1989.

The majority of the emoloyed Secondary respondents indicated that graduation from Guam Community College was an important factor in obtaining their current jobs.

Seventy-four (74) percent of Secondary graduate respondents were working for private industry, 6 percent with the Federal Government, 5 percent were employed with the Government of Guam, and 1 percent was self-employed.

APPRENTICESHIP TRAINING GRADUATES

One Hundred (100) percent of the Apprenticship respondents (Journeyworkers) were employed full-time in their trade.

All respondents indicated positive perceptions of their training programs. The majority of respondents indicated that their training at Guam community College helped them in getting a job.

The mean hourly rate for the traditional Apprenticeship graduate working full-time in jobs related to their training was $10.68. The rate was substaintially higher than the gross average hourly rate of $8.88 in the construction industry as indicated in the "Current Employment Report" Guam Department of Labor Bureau of Labor Statistics (March, 1990).

POSTSECONDARY GRADUATES

More than Eighty-seven (87.5) percent of the Postsecondary DEGREE and CERTIFICATE graduate respondents were employed full-time or part-time.

Eighty-nine (89) percent of the 1989 Basic 29th Police Cycle graduates were employed full-time in a field related to their training.

Of the Postsecondary graduate respondents, 2.5 percent were in the different branches of the Military service.

The mean hourly rate of the DEGREE and CERTIFICATE graduats working full-time in jobs related to their training was $12.47 ($13.50 for males, and $10.00 for females).

The mean hourly rate for the Basic 29th Police Cycle Training Criminal Justice Academy Postsecondary respondents was $11.03, and for the 11th Fire Cycle respondents, $11.35, or and average of $11.24 for both.

The majority of Postsecondary respondents expressed positive perceptions of their training programs.

Fifteen (15) percent of the Postsecondary DEGREE and CERTIFICATE graduate respondents were pursuing additional education (5 percent were enrolled as full-time students and 10 percent were enrolled as part-time students).

Of Postsecondary DEGREE and CERTIFICATE graduate respondents, 47 percent were employed full-time with the Private Industry; followed by Government of Guam (35) percent); 15 percent employed with the Federal Government, and the remainder 3 percent full-time Military Service.

ADULT HIGH SCHOOL DIPLOMA GRADUATES

Sixty-six (66) percent of the respondents of the Adult High School Diploma graduates were employed full-time.

The mean hourly rate for Adult High School graduate respondents employed full-time was $5.09. The Adult High School graduate on an average earned well above the minimum wage ($3.35) in 1989.

The majority of Adult High School program respondents gave positive ratings when asked to reflect on specific aspects of their edcuational experiences.

Fourty-one (41) percent of the Adult High School program respondents were continuing education on a full-time or part-time basis at institutions of higher learning.

Eighty-five (85) percent of Adult High School graduate respondents were working for Private Industry, 10 percent were employed with the Government of Guam, and 5 percent were with the Federal Government. None of the respondents were with the Military Service.

1989 EMPLOYER SURVEY HIGHLIGHTS

1989 EMPLOYER SURVEY HIGHLIGHTS

-- A majority of employers rated the graduates "Very Good" or "Good" on technical knowledge necessary for their job.

-- Employer felt that the graduates had the proper work attitude.

-- Graduates seemed to impress employers with the quality of work they performed.

-- Employers also indicated vocational graduates were better prepared than other employees in the work group who had not received specific vocational training.

-- On a rating scale of one to five, five being the highest, the graduates recieived ratings of "Very Good" and "Good" in areas of: (1) Technical Knowledge, (2) Work Attitude, and (3) Work Quality.

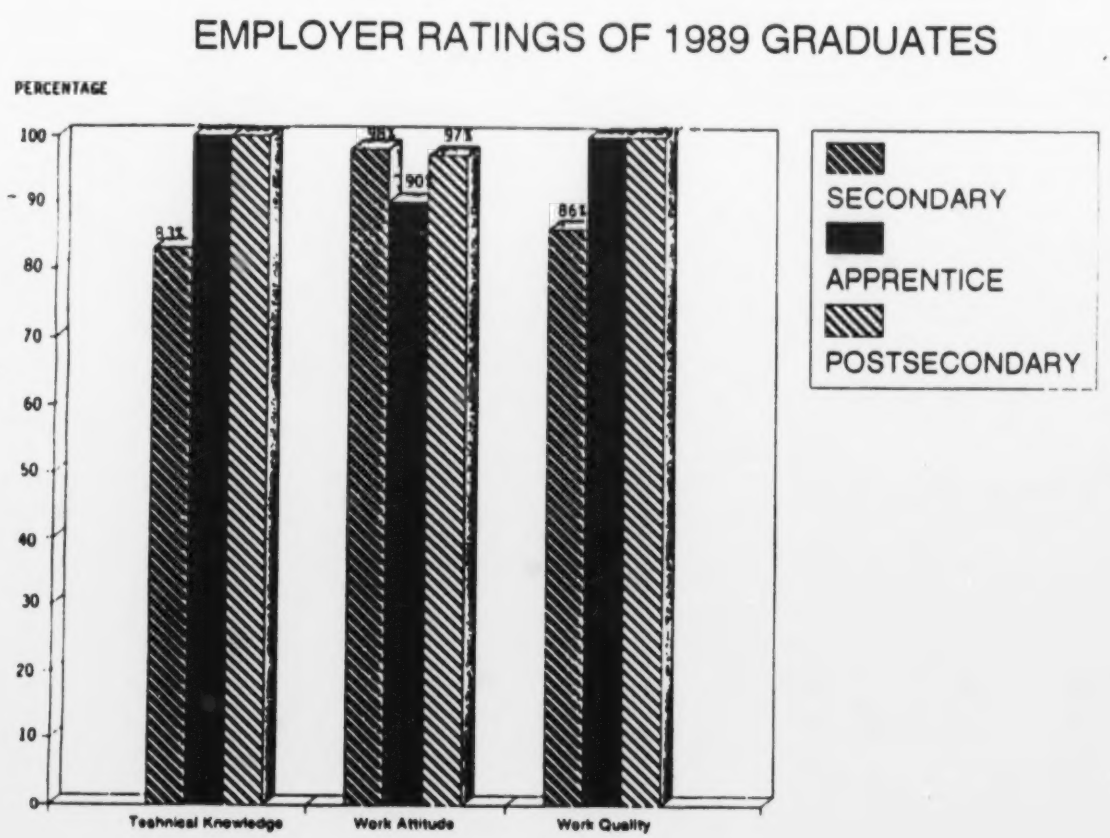


Figure 1. PERCENTAGE BASED ON RATINGS OF "GOOD" AND "VERY GOOD"

GUAM COMMUNITY COLLEGE

1989

GRADUATE FOLLOW-UP

J U N E 1 9 9 0

INTRODUCTION

A follow-up survey of vocational and technical graduates and employers of those graduates is conducted annually in compliance with both the Carl D. Perkins Vocational Education Act of 1984, Public Law 98-524, and the Guam Community College Act (GCCA) of 1977, Public Law 14-77.

Graduate follow-up data is important for: (1) program planning, (2) program improvement, and (3) program accountability.

The statistics in this report, with supporting tables and graphs present the findings of the survey of 1989 graduates in the areas of: (1) Secondary; (2) Apprenticeship-Journeyworker Training; (3) Postsecondary Vocational Programs; (4) Adult High School Diploma Programs; and (5) Police and Fire Academy Graduates.

OBJECTIVES OF THE STUDY

Long-Term Objectives of this study are:

1. To determine the adequacy of goals and objectives of instructional programs in which former students were enrolled; and

2. To determine means by which instructional programs can better meet the needs of students as indicated in their perceptions of the curricula and programs.

Short-Term Objectives are:

1. To identify the job held by the vocational graduate and to determine if such employment was related to the individual's vocational training;

2. To identify the starting salaries and the patterns of earnings of the vocational graduate; and

3. To gather information indicating the effectiveness of student preparation for employment.

METHODS AND PROCEDURES

The survey instrument used in this year's follow-up survey was basically the same as those used in previous surveys. Only minor modifications and improvements in layout have been made since the instrument was developed, pilot tested and reviewed for validity and reliability.

Survey forms were mailed to graduates during the second week of January. A cover letter from the President of the College, along with a self-addressed stamped envelope were sent with the survey questionnaire (Appendix A). A follow-up mailing was sent out in February to graduates who did not respond or who had not received their first notice. Follow-up by telephone was done two weeks after sending out the second mailing for those students whose telephone numbers were available. In some cases, survey questionnaires were filled out through responses of graduates by phone. The first mailing yielded about a 34% return rate.

Faculty members were contacted to seek assistance in locating 1989 Graduates. As a result, places of employment were contacted.

Village Commissioners were used as contact persons to locate former students whose addresses had changed. Some survey instruments were hand delivered to persons whose mail could not be delivered by the postal service.

Information pertaining to graduates of the Apprenticeship Training Program was obtained from Employment Development Workers (EDW's) of the Guam Community College Apprenticeship Division.

Letters from the President requesting information on Guam Community College graduates who had been recruited into military service were hand delivered to the officers in charge of recruiting stations for the five branches of the U.S. Armed Forces.

Information pertaining to Cooperative Education (C.E.) trainees was provided by the C.E. Coordinator at Guam Community College Placement Center.

Information pertaining to Police Cycle graduates was provided by the Criminal Justice Academy, Guam Community College. Further follow-up on these same graduates was channeled to the Guam Police and Fire Departments.

The Guam Community College Registrar's Office provided information on secondary and post-secondary graduates.

GENERAL CHARACTERISTICS OF GRADUATES

A total of 461 graduates were surveyed. Two hundred forty-eight (248) received High School diplomas; 20 Apprentices received Journeyworker Certificates; 4 A.A. Degrees; 46 A.S. Degrees; 16 Certificates; 131 received Criminal Justice Academy Police and Fire Certificates and 61 received Adult High School Diplomas. TABLE I indicates the distribution of the graduates by sex and vocational education program.

The Criminal Justice Academy conducted the 29th Police Cycle, the 11th Fire Cycle and the 1st Corrections Cycle in 1989.

Twenty (20) graduates from the Apprenticeship Training Program received their Journeyworker Certificates in ten occupational areas. Apprentice Program Graduates of 1989, completed the following program areas. One (1) in Architectural Drafting; two (2) in Automotive Mechanics; two (2) in Carpentry; three (3) in Electrician (Wire Installer); two (2) in Heavy Equipment Mechanics; one (1) in Housekeeping; five (5) in Masonry; one (1) in pipefitting; two (2) in Plumbing and one (1) in Welding.

The Postsecondary Program awarded 46 Associate Degrees, and 16 Certificates. Four (4) students received Associate of Arts Degrees in Office Administration (Clerical Studies (2) and Secretarial Administration (2), 42 students received Associate of Science Degrees, two (2) in Accounting; six (6) in Administration of Criminal Justice; one (1) in Automotive Technology (Auto); one (1) in Career Studies; one (1) in Civil Engineering Technology (Construction); one (1) in Civil Engineering Technology (Public Works); eleven (11) in Computer Science; four (4) in Electronic Engineering Technology; two (2) in Fire Science Administration; one (1) in Food and Beverage Operations; three (3) in Hotel Operations; one (1) in Industrial Security Administration; six (6) in Law Enforcement Administration; and two (2) in Supervision and Management.

Two hundred forty-eight (248) Secondary students were awarded High School Diplomas with specialization in 16 vocational education programs. Vocational High School graduates completed a planned sequence of activities designed to meet the High School Diploma requirements and an occupational objective which purports to teach entry-level skills.

It is noted that three (3) Special Education students participated in the Air Conditioning/Refrigeration and Building Construction trade areas under the Cooperative Education Program.

Efforts to overcome sex stereo-typing in vocational education are being observed and compared. In 1989, 17% of the total graduates were female, 37% in 1988, 35% in 1987, 38% in 1986, 40% in 1985, 42% in 1984, 32% in 1983; 33% in 1982; and 41% in 1981.

In looking at program areas separately, Secondary graduates from the Guam Community College have made some breakthrough from gender stereo-typed occupations which have been traditionally held by males/females. Reference to TABLE 1 shows that more females than males acquired training in Accounting, Clerical, Cosmetology, and Distributive Education. In 1989 four males were in the Distributive Education Program and 1 male was in the Clerical Program. There is some increase in female enrollment in program areas that have traditionally had all male graduates. TABLE 1 shows that Graphic Arts had 7 female graduates and 3 in Technical Electronics. In 1988, Air Conditioning/Refrigeration had 2 female graduates, one female was in Drafting, 3 in Food Service, 9 in Graphic Arts & 4 in Technical Electronics.

In looking at the Apprenticeship Training completers for 1989, males and females remained in traditional program areas with the exceptions of Electrician (Wire Installer) having one female graduate. In comparison to the previous year, females received Journeyworker Certificates in traditional role occupations of Baker (1) and Housekeeper (3). Other postsecondary completers in non-traditional male/female areas were: Criminal Justice (4) female and Police Training as shown in TABLE 1 -- all males. Comparison is made to the previous year (1988) where one female received an Associate Degree or Certificate in Criminal Justice, one female graduated under Law Enforcement Administration, two in Hotel Operations, two in Retailing & Marketing and one in Carpentry. Two females graduated under the 28th Basis Police Cycle in 1988.

FINDINGS

1989 SECONDARY GRADUATES

General Charteristics of Respondents

This report includes data from 169 respondents of the 248 members of the graduating class of 1989. The rate of response was 68 percent. Of the respondents, 105 (62%) were male, and 64 (38%) were female. Eighty-six (86) percent of the respondents were chamorro, (53 percent male, 33 percent female) 9 percent were Filipino (6 percent male, 3 percent female); 2 percent White non-Hispanic (1 percent male 1 percent female), 1 percent American Indiana/Alaskan Native (male) 1 percent Vietnamese (Female), 1 percent Micronesian (male) and 1 percent Asian (Korean Male).

General Requirements for Secondary (VHS) Graduates

The Vocational High School (VHS) Program of Guam Community College is designed to provide students with job entry occupational skills while earning a high school diploma; the VHS Program is a 3-Year Program.

Students enter their vocational training during their sophomore year and generally remain in their selected shop area for the duration of their vocational-technical training (i.e., Computer Science).

Present Activities of Respondents

Eighty-three (83) percent of the respondents were employed. As TABLE 2 indicates, of the respondents, 75 percent were employed full-time, and 8 percent were working part-time.

Eleven (11) percent of the respondents were in the different branches of the Military Service.

Thirty-one (31) percent of the respondents were pursuing additional education. Of those respondents pursuing additional education, 15 percent were full-time students, and 16 percent were pursuing additional education as part-time students, as shown in TABLE 2.

Employment Sector

The graduates sought and found employment in different sectors of the economy. TABLE 3 contains the number and percentages of graduates by place of employment for respondents employed full-time and part-time. More than eighty (80) percent of all respondents were gainfully employed.

The private sector provided more jobs for the respondents than any other category. Seventy for (74) percent of the employed respondents were in private industry.

The different branches of the military account for the employment of 14% percent of the respondents who were working either full-time or part-time.

The Federal government employed 5 percent and Government of Guam employed 6 percent of the respondents.

Employment Patterns

The identification of employment was accomplished by examining employment data, earnings, and related variables associated with vocational training for graduates of vocational programs.

Twenty (20) percent of the respondents attending college either on a full-time or part-time basis were also employed.

TABLE 4 presents a distribution of respondents by employment and by instructional program.

Job Relatedness

Data were collected to determine whether vocational graduates were employed in the occupations for which they were trained. The graduates were asked to indicate if they were employed: (1) in the occupations directly or closely related to their field of vocational training, or (2) in occupations which were remotely related to their training, or (3) in occupations which were not related at all to their training. They were also asked to indicate their position title and briefly describe their duties and responsibilities.

Earnings for Secondary Graduates

The hourly wage for secondary education completers employed full-time in their field of training averaged $5.83 for males and $5.09 for females, or an average of $5.58 for both groups. Compared to the minimum wage of $3.35 in 1989, the secondary graduate, on an average earned $2.23 per hour more than the minimum wage.

Of those respondents working full-time in a related field, Computer Science reported the highest hourly wage ($6.78) with Air Conditioning/Refrigeration next ($6.22) followed by Technical Electronic ($6.23) and Automotive Mechanics fourth highest ($6.17).

TABLE 1

DISTRIBUTION OF GRADUATES BY REGULAR PROGRAM AND SEX
SCHOOL YEAR 1988-1989

INSTRUCTION DIVISION/PROGRAM	NO. OF GRADUATES BY SEX MALE	FEMALE	TOTAL
VOCATIONAL HIGH SCHOOL			
Accounting	6	11	17
Air Conditioning/Refrigeration	14	0	14
Automotive Mechanics	24	0	24
Auto Body Repair	13	0	13
Building Construction	25	1	26
Office Business Occupations	0	4	4
Clerical	1	19	20
Computer Science	13	15	28
Cosmetology	0	14	14
Distributive Education	4	19	23
Drafting	9	0	9
Food Services	1	2	3
Graphic Arts	8	7	15
Technical Electronics	26	3	29
Upholstery	3	0	3
Welding	6	0	6
TOTAL (VOCATIONAL HIGH SCHOOL)	153	95	248
APPRENTICESHIP TRAINING			
Architectural Drafter	1	0	1
Automotive Mechanic	2	0	2
Carpentry	2	0	2
Electrician (Wire Installer)	2	1	3
Heavy Equipment Mechanic	2	0	2
Housekeeper	0	1	1
Masonry	5	0	5
Pipefitter	1	0	1
Plumber	2	0	2
Welder	1	0	1
TOTAL (APPRENTICESHIP)	18	2	20

TABLE 1 (CONTINUED)

DISTRIBUTION OF GRADUATES BY REGULAR PROGRAM AND SEX
SCHOOL YEAR 1988-1989

INSTRUCTIONAL DIVISION/PROGRAM	NO. OF GRADUATE BY SEX MALE	FEMALE	TOTAL
POSTSECONDARY VOCATIONAL TECHNICAL			
Associate of Arts Degree			
Secretarial Studies	0	2	2
Clerical Studies	0	2	2
Associate of Science			
Accounting	0	2	2
Admin. of Criminal Justice	2	4	6
Automotive Technology-Automobile	1	0	1
Career Studies	1	0	1
Civil Engineering Technology-Const.	1	0	1
Civil Engineering Tech.- Public Works	1	0	1
Computer Science	8	3	11
Electronic Engineering Technology	4	0	4
Fire Science Administration	2	0	2
Food and Beverage Operations	1	0	1
Hotel Operations	3	0	3
Industrial Security Administration	1	0	1
Law Enforcement Administration	4	2	6
Supervision and Management	0	2	2
TOTAL (ASSOCIATE DEGREES)	29	17	46

TABLE 1 (CONTINUED)

DISTRIBUTION OF GRADUATES BY REGULAR PROGRAM AND SEX
SCHOOL YEAR 1988-1989

INSTRUCTIONAL DIVISION/PROGRAM	NO. OF GRADUATE BY SEX MALE	FEMALE	TOTAL
POSTSECONDARY VOCATIONAL TECHNICAL			
Certificates			
Accounting Clerk	1	2	3
Air Conditioning/Refrigeration	2	0	2
Automotive Technology-Automobile	1	0	1
Computer Science	0	4	4
Electronic Engineering Tech.	3	0	3
Hotel Operations	0	1	1
Carpentry	2	0	2
TOTAL (CERTIFICATES)	9	7	16
Criminal Justice Academy (Police and Fire)			
29th Police Cycle	35	0	35
11th Fire Cycle	34	0	34
TOTAL (POLICE & FIRE)	69	0	69
TOTAL POSTSECONDARY (ASSOCIATE DEGREES, CERT. & CJ ACADEMY)	107	24	131
Adult High School Certificate of Completion			
Total Adult High School Diploma	41	20	61
TOTAL (ALL PROGRAMS)	321	140	461
Percent of Total	70%	30%	100%

Comparisons of earnings were made between those vocational graduates who were employed in jobs related to their training and those who were employed in non-related positions.

TABLE 5 reports a comparison of the mean salaries earned by graduates in related and non-related jobs. The average salaries of graduates employed full-time in related areas for both males and females was $5.58 as compared to $5.30 for those employed in non-related jobs.

For respondents working part-time in related and unrelated areas, the mean salaries were $4.21 and $4.49 respectively (TABLE 5).

Job Preparation

The respondents consistently indicated general satisfaction with their school experience. Part C, Question Number 11 asked: Would you say your training at Guam Community College helped you in getting a job? The majority (81 percent) of the respondents felt that graduation from the Guam Community College was an important factor in obtaining their current jobs.

The general satisfaction was also apparent when considering the quality of training in specific areas of their respective vocational programs (TABLE 6). Positive ratings given by graduates were reflected in all aspects of their educational experiences. The three items identified as most helpful to respondents were: (1) Getting along with co-workers (2) Thinking through problems, making judgments and decisions, and (3) Planning and Organizing (work and time).

Cross tabulation of instructional programs and general rating of vocational education experiences revealed that the majority of respondents believed they were well prepared for current occupations (TABLE 7).

Job satisfaction

Item 12 on the follow-up questionnaire asked graduates to state whether they were satisfied with their present jobs. Of those who responded to this question, 75 percent gave positive responses.

TABLE 2

PRESENT ACTIVITIES OF RESPONDENTS
1989 SECONDARY GRADUATES

	TOTAL		FULL-TIME STUDENT		PART-TIME STUDENT		NOT IN SCHOOL		MILITARY SERVICE	
	NO.	PER-CENT	NO.	PER-CENT	NO.	PER-CENT	NO.	PER-CENT	NO.	PER-CENT
Working Full-Time	6	3.5%	21	12%	81	48%	18	11%	126	75%
Working Part-Time	5	3%	3	2%	5	3%	--	--	13	8%
Not Working	15	9%	3	2%	14	8%	--	--	32	19%
Total	26	15%	27	16%	98	58%	18	11%	169	100%

TABLE 3

NUMBER AND PERCENTAGE OF SECONDARY EMPLOYED RESPONDENTS
BY PLACE OF EMPLOYED

1989 GRADUATES

PLACE OF EMPLOYMENT	STUDENTS WORKING NUMBER	PERCENT
Family Business	1	1%
Federal Government	8	6%
Government of Guam	7	5%
Military Service	19	14%
Private Industry	104	74%
Total	139	100%

Continuing Education

As shown in TABLE 2, 51 (31 percent) of the secondary respondents reported they were continuing education either on a full-time or part-time basis. This percentage does not include those attending school as part of their Military training. It does indicate, however, a significantly high number of students pursuing their education at the postsecondary level.

Of the 51 who were continuing education, 6 (4 percent) were working part-time and 27 (16 percent) were working full-time while attending classes at an accredited college or university.

Respondents continuing education were enrolled at the following educational institutions: 21 (41 percent), at Guam Community College, 18 (35 percent) at the University of Guam, 3 (6 percent) at local private institutions, and 9 (18 percent) at off-island educational institutions in the U.S. Mainland.

Unemployment

As shown in TABLE 4, 6.5 percent of the respondents were unemployed. This rate is below the 7.7 percent unemployment rate attributed to that age group by the Bureau of Labor Statistics, Guam Department of Labor, March, 1989.

Cooperative Education

The graduates were asked if they had participated in a Cooperative Education (CE) Training Program during their secondary vocational training at the Guam Community College, and if the CE experience helped them find a job. Of those who responded to this portion of the questionnaire, 60 percent answered "Yes." It is noted that a good number of the respondents failed to answer this portion of the questionnaire. About 30 percent of the respondents indicated that they did not participate in the Cooperative Education Program. The majority of the Vocational High School program areas had secondary students who participated in Cooperative Education (TABLE 8). Of the 88 Cooperative Education Program participants, 3 (3 percent) were "special needs" students.

TABLE 4

VOCATIONAL PROGRAM SUMMARY
FOR 1989
SECONDARY GRADUATES

INSTRUCTIONAL PROGRAM	TOTAL COMPLETERS	TOTAL RESPONDENTS	MILITARY SERVICE FULL-TIME	EMPLOYED RELATED TO TRAINING	EMPLOYED IN A FIELD NON-RELATED TO TRAINING NOT PURSUING ADDITIONAL EDUCATION	PURSUING ADDITIONAL EDUCATION, EMPLOYED IN A FIELD NOT RELATED TO TRAINING NOT IN THE LABOR FORCE OR UNEMPLOYED	UNEMPLOYED (SEEKING EMPLOYMENT AND NOT PURSUING ADDITIONAL EDUCATION)	NOT IN THE LABOR FORCE AND NOT PURSUING ADDITIONAL EDUCATION	STATUS UNKNOWN
ACCOUNTING	17	12	0	6	1	4	1	0	5
AIR CONDITIONING REFRIGERATION	14	6	1	4	1	1	0	0	7
AUTOMOTIVE MECHANIC	24	14	2	10	3	0	1	0	8
AUTOBODY REPAIR	13	7	0	1	4	1	1	0	6
BUILDING CONSTRUCTION	26	14	1	10	1	0	3	0	11
BUSINESS OFFICE OCCUPATIONS	4	2	1	1	0	1	0	0	1
CLERICAL	20	10	5	6	2	1	1	0	5
COMPUTER SCIENCE	28	23	1	12	4	7	0	0	4
COSMETOLOGY	14	8	0	1	4	2	1	0	6
DISTRIBUTIVE EDUCATION	23	16	0	10	2	3	0	1	7
DRAFTING	9	4	3	3	0	1	0	0	2
FOOD SERVICES	3	0	1	0	0	0	0	0	2
GRAPHIC ARTS	15	11	0	7	0	3	1	0	4

TABLE 4 (Continued)

VOCATIONAL PROGRAM SUMMARY
FOR 1989
SECONDARY GRADUATES

INSTRUCTIONAL PROGRAM	TOTAL COM-PLETERS	TOTAL RESPON-DENTS	MILITARY SERVICE	EMPLOYED FULL-TIME RELATED TO TRAINING	EMPLOYED IN A FIELD NON-RELATED TO TRAINING	PURSUING ADDITIONAL EDUCATION, EMPLOYED IN A FIELD NOT RELATED TO TRAINING	UNEMPLOYED (SEEKING EMPLOYMENT AND NOT PURSUING ADDITIONAL EDUCATION)	NOT IN THE LABOR FORCE AND NOT PUR-SUING ADDI-TIONAL EDUCA-TION	STATUS UNKNOWN
				NOT PURSUING ADDITIONAL EDUCATION	NOT IN THE LABOR FORCE OR UN-EMPLOYED				
TECHNICAL ELECTRONICS	29	21	1	11	1	7	2	0	7
WELDING	6	1	2	1	0	0	0	0	3
UPHOLSTERY	3	2	0	0	2	0	0	0	1
TOTAL	248	151	18	83	25	31	11	1	79

169 Total Responses = 68% Response Rate
11 or 6.5% Unemployed of those who responded

TABLE 5

MEAN HOURLY SALARY OF 1989 SECONDARY GRADUATES
BY INSTRUCTIONAL PROGRAM

INSTRUCTIONAL PROGRAM	FULL-TIME				PART-TIME			
	RELATED		NOT RELATED		RELATED		NOT RELATED	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
ACCOUNTING	5.36(3)	--	--	4.09(1)	3.78(2)	--	--	4.65(2)
AIR CONDITIONING REFRIGERATION	6.22(3)	--	4.80(1)	--	--	--	3.50(1)	--
AUTOMOTIVE MECHANIC	6.17(8)	--	4.30(1)	--	--	--	--	--
AUTOBODY REPAIR	4.73(1)	--	4.66(3)	--	--	--	--	--
BUILDING CONSTRUCTION	5.38(6)	--	6.00(1)	--	--	--	--	--
BUSINESS OFFICE OCCUPATIONS	--	4.53(1)	--	--	--	--	--	--
CLERICAL	5.75(1)	6.19(3)	--	3.85(1)	--	5.25(1)	--	--
COMPUTER SCIENCE	6.78(4)	5.42(6)	6.20	4.75(1)	--	--	--	4.75(2)
COSMETOLOGY	--	--	--	3.88(2)	--	--	--	--
DISTRIBUTIVE EDUCATION	5.00(1)	4.58(5)	--	5.00(1)	--	--	--	--

TABLE 5 (Continued)

MEAN HOULY SALARY OF 1989 SECONDARY GRADUATES
BY INSTRUCTIONAL PROGRAM

INSTRUCTIONAL PROGRAM	FULL-TIME				PART-TIME			
	RELATED		NOT RELATED		RELATED		NOT RELATED	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
DRAFTING	4.67(3)	--	--	--	--	--	--	--
FOOD SERVICES	--	--	--	--	--	--	--	--
GRAPHIC ARTS	4.63(2)	--	5.50(1)	--	--	4.05(1)	--	--
TECHNICAL ELECTRONICS	6.23(6)	4.00(1)	--	--	--	--	--	4.65(1)
UPHOLSTERY	--	--	--	--	--	--	--	--
WELDING	--	--	--	--	--	--	--	--
MEAN (ALL PROGRAMS	$5.63(38)	$5.09(16)	$5.22(9)	$5.53(3)	$3.78(2)	$4.65(2)	$3.50(1)	$4.69(5)
MEAN (MALE & FEMALE)	$5.58(54)		$5.30(12)		$4.21(4)		$4.49(6)	

NOTE: Number in parenthesis indicates number of responses in each cell.

TABLE 6

1989 SECONDARY GRADUATES' PERCEPTION OF SCHOOL EXPERIENCES APPLIED TO PRESENT ACTIVITY

	ITEM	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	TOTAL
1.	Skills related to the job	7%	17%	51%	25%	100%
2.	Use of tools and equipment	9%	16%	52%	23%	100%
3.	Use of safety devices and safety measures	4%	19%	54%	23%	100%
4.	Communication skills (reading and writing)	--	7%	48%	45%	100%
5.	Mathematics skills	--	13%	51%	36%	100%
6.	Planning and organizing work and time	1%	2%	58%	39%	100%
7.	Getting along with co-workers	--	1%	52%	47%	100%
8.	Thinking through problems, making judgements and decisions	2%	10%	53%	35%	100%
	TOTAL	3%	8%	53%	35%	100%

TABLE 7

1989 SECONDARY GRADUATES' PERCEPTION OF SCHOOL EXPERIENCE APPLIED TO PRESENT ACTIVITY BY INSTRUCTIONAL PROGRAM

INSTRUCTIONAL PROGRAM	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	TOTAL
Accounting	--	9%	49%	42%	100%
Air Conditioning/ Refrigeration	7%	13%	50%	30%	100%
Automotive Mechanic	2%	2%	78%	18%	100%
Autobody Repair	15%	13%	31%	41%	100%
Building Construction	3%	5%	56%	36%	100%
Business Office Occupations	--	--	25%	75%	100%
Clerical	--	10%	41%	49%	100%
Computer Science	2%	14%	55%	28%	100%
Cosmetology	--	12%	46%	42%	100%
Distributive Education	4%	17%	31%	48%	100%
Drafting	--	3%	78%	19%	100%
Food Services	--	--	--	--	--
Graphic Arts	--	7%	51%	42%	100%
Technical Electronics	5%	12%	46%	37%	100%
Upholstery	--	14%	57%	29%	100%
Welding	--	--	--	--	--
TOTAL	3%	9%	53%	35%	100%

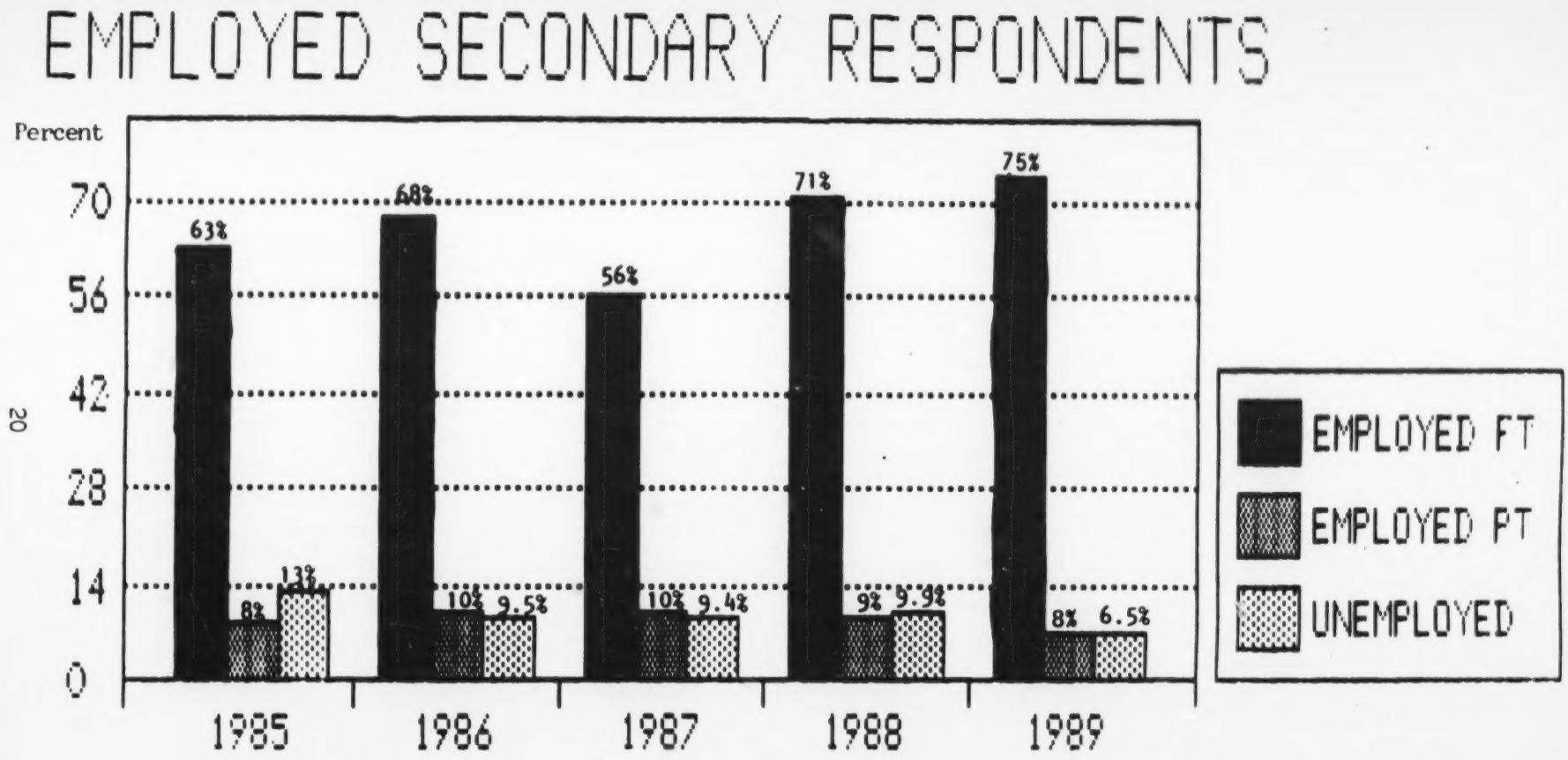


FIGURE 2. EMPLOYED-UNEMPLOYED

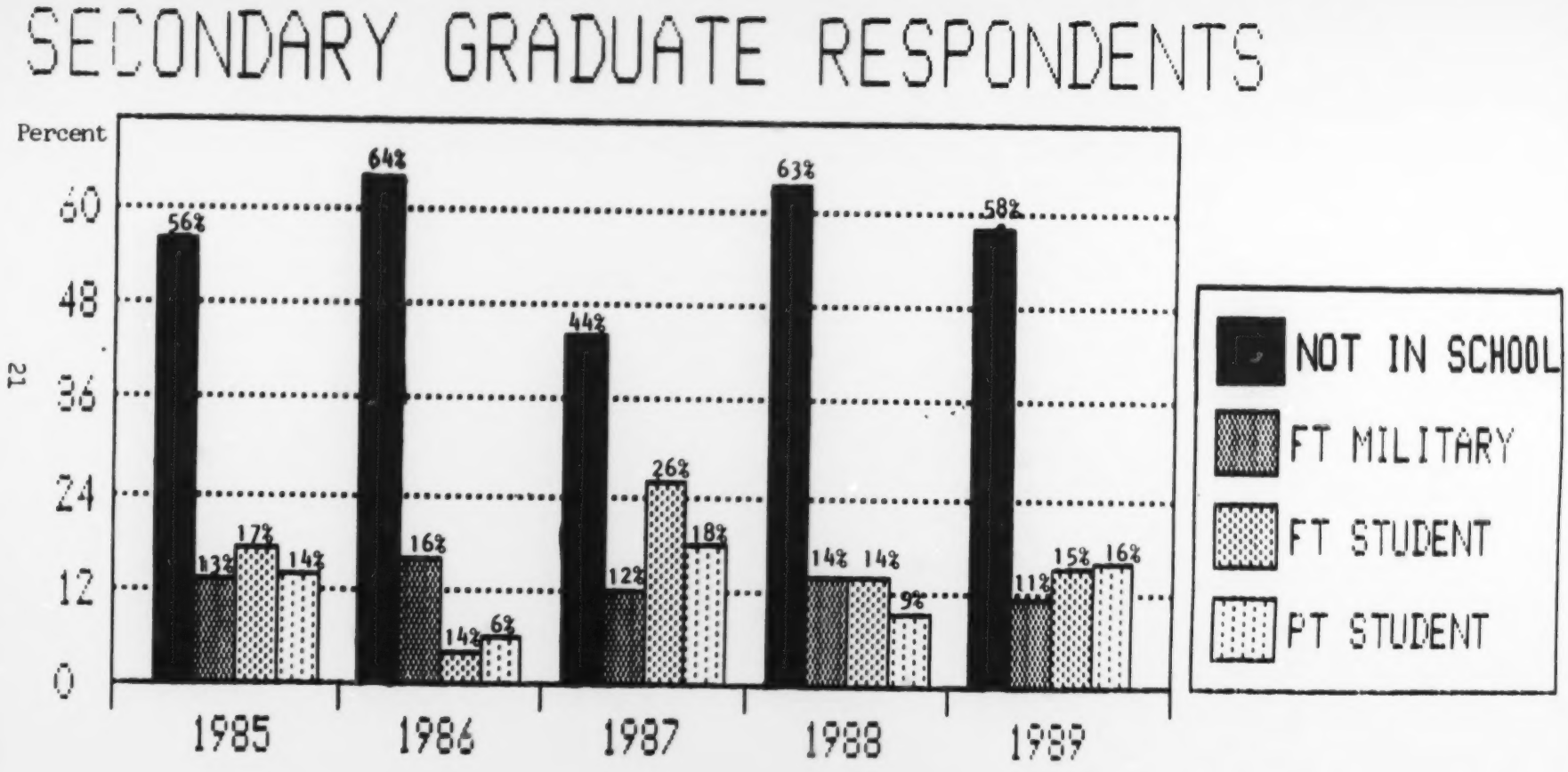


FIGURE 3. STUDENT STATUS/MILITARY SERVICE

TABLE 8

COOPERATIVE EDUCATION PROGRAM PARTICIPANTS SCHOOL YEAR 1988-89, SECONDARY LEVEL

INSTRUCTIONAL PROGRAM	NUMBER OF STUDENTS
Accounting	8
Air Conditioning/Refrigeration (1 Special Needs)	7
Automotive Mechanic	12
Autobody Repair	4
Building Construction (1 Special Needs)	8
Business Office Occupations (1 Special Needs)	1
Clerical	14
Computer Science	8
Distributive Education/Marketing	11
Drafting	3
General Diploma	2
Graphic Arts	7
Technical Electronics	3
TOTAL	**88**

Of the above total number of Cooperative Education Students, three (3) were mainstreamed into the Cooperative Education Program through the Special Needs Program.

COMMENTS AND RECOMMENDATIONS

The 1989 Graduates were asked for comments and recommendations regarding their school or training received at Guam Community College. The following responses were given by students under various programs:

Accounting

The training I had was helpful, but I find it necessary to get more advanced training to move to a higher paying job.

I would like to continue my training to add to the knowledge I acquired at GCC.

Nothing more was needed. I found being in Guam Community College very helpful for my future plans.

GCC was good to prepare myself for future life.

I would like to have learned more about use of computers and use of adding machines.

Offer more postsecondary courses in accounting. I am interested in accounting at the intermediate and advanced levels.

I would like for GCC to offer postsecondary accounting courses in the morning.

I have no complaints. All the teachers I had were very good.

Autobody Repair

I recommend students be given more intense counseling in areas of knowing their rights on the job, being recognized for work and being told what is expected of them on the job.

Counseling is also needed in general for students to be able to talk about their career plans and their opportunities as students.

Automotive Mechanics

There is a need for more equipment in the auto and heavy equipment shop areas.

Add motor cycle repair training.

GCC is a school that will help you plan your future.

Students should all learn basics in computer science and marketing.

GCC is the best school I have ever attended. I will continue to further my education at GCC. Keep up the good work.

Automotive Mechanics (Continued)

I would like to have had additional skills in marketing, autobody repair and business management.

GCC has a good program.

Students should be taught how to do front brakes; small engine repair.

GCC has a good set-up for both men and women who are seeking the best opportunities and want to acquire job skills.

I recommend additional information and training on power generation units, generators and power plants.

The training was sufficient to assist in the career world, although some jobs require more in depth training.

I was also interested in autobody repair.

To me, it was not enough training to really know a lot about the trade.

My teachers were very helpful. I learned a lot I needed to know about how to find a job.

There should be more on-the-job training.

Distributive Education

Several students indicated the need to continue increasing their computer knowledge.

I would like to be better in typing, use of the FAX and have more business math skills.

The training was very good.

Japanese speaking classes are very important. I would also like to see more training in the use of calculating machines.

High school students who would like to develop their skills should attend Guam Community College Vocational High School.

The Planning and Development committee of GCC should think about building a better and well-equipped gym for the students and improve the shops.

Because of my marketing training received at GCC, I am a step ahead in my present job.

Building Construction

JROTC taught me discipline.

The training was great and I have no regrets about attending GCC.

Expand on training in carpentry.

The training was excellent, but I recommend better job-placement services for students upon graduation from GCC.

Add more in the areas of refrigeration and plumbing.

GCC is ok to help students learn how to earn a living.

Electrical training for beginners is needed.

I was interested in Air Conditioning Mechanics, Electronics and Hotel Operations.

I recommend that the students get more hands-on training in the field of their choice.

Business Office Occupations

I am interested in learning more filing/typing.

The training was very helpful.

Clerical

The training I received at GCC gave me confidence about my job.

I enjoyed the training and a the same time I learned so much.

Since tourism is active on Guam, I recommend Japanese speaking be added to all trade areas.

Add a course in computer-aided design.

I enjoyed my training and also made lots of good friends. I really appreciate the exposure it gave me to the "real world."

Please try to build a Gym for GCC.

Guam Community College is a great school for students to get training and experience to get a job.

GCC should continue to keep up with the latest trends, especially in the area of computer science.

During my three years at GCC I feel I have gotten the best education on island because of the fact that it prepares you for "adult" life.

Clerical (Continued)

Having honors courses is a step in the right direction for GCC.

I would like the school to evaluate the possibilities of having an approved class for: Student Government, Debate, Mock Trial, and Academic Challenge Bowl.

Computer Science

More information is needed on management.

Add higher level English.

Offer a variety of computer languages to students.

I think GCC has a better Vocational Program because it helped me prepare for my future.

The training I got at GCC helped me on my present job.

Team work should be emphasized.

A lot of students are interested in Fortran Programming.

I like GCC. It's a good school.

I would like to have had additional training in banking.

The Co-op Program is especially good. Lydia Cooper-Nurse is doing an excellent job.

There should be more exposure to a variety of software (Lotus, D.Base). GCC should also offer more college preparatory courses.

I was satisfied with GCC and enjoyed going to school there.

My Computer Science training helped me get this job. GCC helped me find the career I wanted.

Students should be taught to be out-going.

Students need more academics and less free periods.

The program should include at least one year of accounting.

The only class I appreciated was the JROTC.

The business area should be combined with computer training.

GCC is very good in helping students prepare for their future employment.

Japanese speaking skills would have been valuable to me.

Cosmetology

I recommend more training on how to do different hair styles.

I didn't really want to go into Cosmetology but the shops were all full when I started going to GCC.

I recommend Computer Science for all students.

I enjoyed GCC. It's different from other school.

I think there should be more choices of shops.

I recommend GCC add nursing, and travel industry training.

During the first year of cosmetology, students should be sent out on Cooperative Education job placement.

Have more computer science courses.

Drafting

Additional skills in surveyor work is recommended.

Surveyor training should be offered.

The training I got was helpful to me.

I really need more general courses.

I would like to go back to school and learn another trade and earn an Associate Degree.

Computer courses would be helpful.

Students need to learn the most recent techniques.

Graphic Arts

I would like to see courses added in art, pottery, and different types of art activities.

I enjoy my job. Every day I look forward to going to work. There's always something new to do every day.

More equipment should be provided for graphic arts students.

Add more on business management.

I am able to base myself on what I have learned at GCC.

The Graphic Arts program is a challenge to any student who will work hard and work their way up. The Co-op program helped me get a job.

Graphic Arts (Continued)

I needed more computer training.

The training was good, but the computers we got came too late. Next year's class will benefit more than us.

I enjoyed going to GCC better than any other school. I learned a lot and even though the teachers picked on me, I enjoyed it.

Technical Electronics

I learned lots of skills that helped me in my job.

Everybody seems to need to know more about computers.

The programs offered by GCC are very good.

I felt cheated because the honors courses were not implemented for the class of 89. Why did it take so long to get the honors programs started?

I would recommend GCC to any persons interested in the vocational programs being offered.

I would highly recommend the vocational courses being offered by the college.

I thought the college would find me a good job after I graduated, but they didn't.

GCC is a good school. I would like to have learned a whole lot more than I did.

I recommend use of more modernized equipment and tools.

I recommend more experience with the different kinds of test equipment.

I'm really glad I went to GCC because it got me this job.

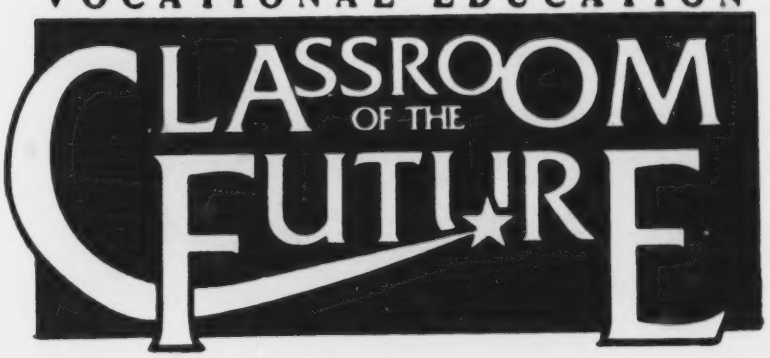
Students need more experience with test equipment.

Guam Community College offers opportunities for a person to pursue their dreams.

Teachers in the electronics section need to be stricter and "force" the students to learn.

Course should include how to service computers.

VOCATIONAL EDUCATION



A FIVE-YEAR PERSPECTIVE

SECONDARY GRADUATES

1995 - 1989

The survey instrument used each year is essentially the same. Comparisons of the various items presented have been made in order to make a study of emerging trends. Some patterns have emerged in areas of students' perceptions of their training, unemployment, and continuing education as shown in FIGURE 2 and 3, and TABLES 9 and 10.

Trends between 1985 and 1989 can be seen in FIGURES 2 and 3. Looking at FIGURE 2, in 1985, the number of employed respondents was 63 percent for respondents employed full-time and dropped to just 8 percent employed part-time. In 1986, the percentage of respondents employed full-time was even higher (68 percent) with 10 percent employed part-time and in 1987, 56 percent were employed full-time with part-time employment remaining stable at 10 percent. In 1988, 71 percent of the respondents were employed full-time. In this year's survey of 1989 graduates, results showed that 75 percent of the respondents were employed full-time with 8 percent working part-time.

FIGURE 2 gives the unemployment rate of graduate respondents over a period of five years. In 1985, the unemployment rate for graduate respondents was 13 percent. The unemployment rate for 1986 graduate respondents was 13 percent. The unemployment rate for 1986 and 1987 remained at a few points over 9 percent for both years and increased to 11 percent in 1988. In 1989, the unemployment rate for respondents was 6.5 percent. See FIGURE 2 and TABLE 4.

The number of respondents who joined the Military service was 13 percent in 1985, 16 percent in 1986, 12 percent in 1987, 14 percent in 1988, and 11 percent in 1989. FIGURE 3 gives graduate survey results from 1985 to 1989, on the percentage of respondents who were in full-time military service. Those in the military service are counted in the category of employed full-time.

FIGURE 3 also compares graduate survey results from 1985 - 1989 on the educational status of respondents one year after completion of their vocational-technical programs. The number of respondents continuing their education remained fairly constant from 1985 - 1989. In 1985, over 30 percent of the respondents enrolled in school either on a full-time or part-time basis. The percentage of respondents enrolled in school on a full-time or part-time basis dropped to 20 percent in 1986 and then jumped to 44 percent in 1987.

In 1988, the number of respondents who were full-time or part-time students decreased slightly to 23 percent and in 1989 results indicated that 15 percent of respondents were enrolled as full-time students while 16 percent were part-time students or a total of 31 percent.

Salaries earned by respondents who were employed full-time in fields related to their vocational training (for males and females combined), from 1985 to 1989 are shown in TABLEy 9. The mean average hourly rates were as follows: $4.66 in 1985, 5.74 in 1986 (an increase of 20 percent), $4.21 in 1987 (a decrease of 27 percent), $5.49 in 1988 and 5.58 in 1989 (TABLE 9).

The quality and adequacy of their vocational programs were highly rated by the respondents (TABLE 10). Respondents perceived different aspects of their training as either "Helpful" or "Very Helpful" as shown in TABLE 10, for the graduates of 1985 through 1989.

TABLE 9

MEAN HOURLY SALARY OF SECONDARY GRADUATES WORKING FULL-TIME
IN RELATED OCCUPATIONS BY PROGRAM
1985 - 1989

INSTRUCTIONAL PROGRAM	1985 NO.	1985 MEAN HOURLY SALARY	1986 NO.	1986 MEAN HOURLY SALARY	1987 NO.	1987 MEAN HOURLY SALARY	1988 NO.	1988 MEAN HOURLY SALARY	1989 NO.	1989 MEAN HOURLY SALARY
Accounting	8	$4.97	3	$3.92	-	--	2	$4.78	3	$5.36
Air Conditioning/Refrig.	5	6.24	1	5.95	1	5.01	5	6.72	3	6.22
Automotive Mechanics	7	3.45	1	20.00	2	4.45	3	4.22	8	6.17
Autobody Repair	2	4.25	-	--	4	4.09	1	6.75	1	4.73
Building Construction	4	7.28	4	6.75	1	5.95	3	5.47	6	5.38
Bldg. Maint.	-	--	-	--	-	--	-	--	-	--
Business Office Occupations	-	--	-	--	-	--	-	--	1	4.53
Clerical	7	5.07	2	3.86	5	4.61	6	5.18	4	5.75
Computer Science	11	4.23	2	4.00	1	3.45	4	4.59	10	6.78
Cosmetology	2	4.50	-	--	-	--	-	--	-	--
Distribution Education	12	4.02	2	3.68	3	3.83	5	5.6	6	5.00

TABLE 9 (Continued)

MEAN HOURLY SALARY OF SECONDARY GRADUATES WORKING FULL-TIME
IN RELATED OCCUPATIONS BY PROGRAM
1985 - 1989

INSTRUCTIONAL PROGRAM	1985 NO.	1985 MEAN HOURLY SALARY	1986 NO.	1986 MEAN HOURLY SALARY	1987 NO.	1987 MEAN HOURLY SALARY	1988 NO.	1988 MEAN HOURLY SALARY	1989 NO.	1989 MEAN HOURLY SALARY
Drafting	2	4.10	2	4.70	1	3.35	2	6.45	3	4.67
Electricity	-	--	-	--	-	--	-	--	-	--
Food Services	1	6.65	-	--	-	--	-	--	-	--
Graphic Arts	4	4.02	-	--	-	--	-	--	2	4.63
Grounds Maint.	-	--	-	--	-	--	-	--	-	--
Heavy Equipment	6	4.00	-	--	-	--	-	--	-	--
Radio & TV	-	--	-	--	-	--	-	--	-	--
Secretarial	9	3.91	3	4.30	-	--	-	--	-	--
Small Engine Repair	-	--	-	--	-	--	-	--	-	--
Technical Electronics	7	4.31	4	6.01	1	4.25	5	6.32	7	6.23
Upholstery	-	--	-	--	1	3.50	-	--	-	--
Welding	4	6.85	-	--	1	4.50	1	5.00	-	--
TOTAL	93	$4.66	24	$5.74	24	$4.21	37	$5.49	54	$5.58

TABLE 10

SECONDARY GRADUATES' PERCEPTION
OF SCHOOL EXPERIENCE
APPLIED TO PRESENT ACTIVITY
1985 THROUGH 1989

PERCENTAGE OF POSITIVE RATINGS 1/

	1985	1986	1987	1988	1989
1. Skills related to the job	80%	61%	67%	81%	76%
2. Use of tools and equipment	84%	69%	77%	73%	74%
3. Use of safety devices and safety measures	75%	90%	78%	68%	77%
4. Communication skills (reading and writing)	89%	85%	85%	87%	93%
5. Mathematics skills	83%	87%	79%	82%	87%
6. Planning and organizing work and time	87%	96%	86%	85%	97%
7. Getting along with co-workers	92%	98%	90%	84%	99%
8. Thinking through problems, making judgements and decisions	92%	92%	88%	91%	98%
TOTAL	85%	85%	81%	82%	88%

1/ Ratings of "Helpful" and "Very Helpful" on a four-item scale

FINDINGS

1989 APPRENTICESHIP TRAINING GRADUATES

General Characteristics of Respondents

Twenty Apprentices received their Journeyman Certificates in eight trade areas; namely, Architectural Drafter, Automotive Mechanic, Carpenter, Cement Mason, Electrician (Wire Installer), Heavy Equipment Mechanic, Housekeeper, Pipefitter, Plumber, and Welder . Of the Apprentice graduates, eighteen (18) were male (11 Chamorro, 6 Filipino, and 1 White (non-Hispanic) and two (2) were female (1 Filipino, 1 Chamorro).

The rate of response was 80 percent.

General Requirements of the Journeyman Program

The earn a Journeyman Certificate, the apprenticeship trainee is required to complete a minimum of 144 classroom-related instructional hours annually, plus 2,000 - 8,000 hours of "practical" on-the-job training.

To be eligible for admission to the Apprenticeship Training Program, a person must meet the following requirements:

1. be a high school graduate or the equivalent thereof (GED) with basic knowledge of the apprenticeship trade selected, or

2. have successfully completed any pre-apprenticeship or military training program, CETA, Job Corps and/or WIN program, and

3. be at lease 17 years of age, and

4. be a U.S. Citizen or lawful permanent resident.

Present Activities of Respondents

Eighty (80) percent of the 1989 Apprentice graduates were found to be employed in fields related to their areas of training. The majority of the employed respondents were with private industry.

The graduate follow-up survey indicated the placement rate of respondents at 100 percent, (TABLE 11)

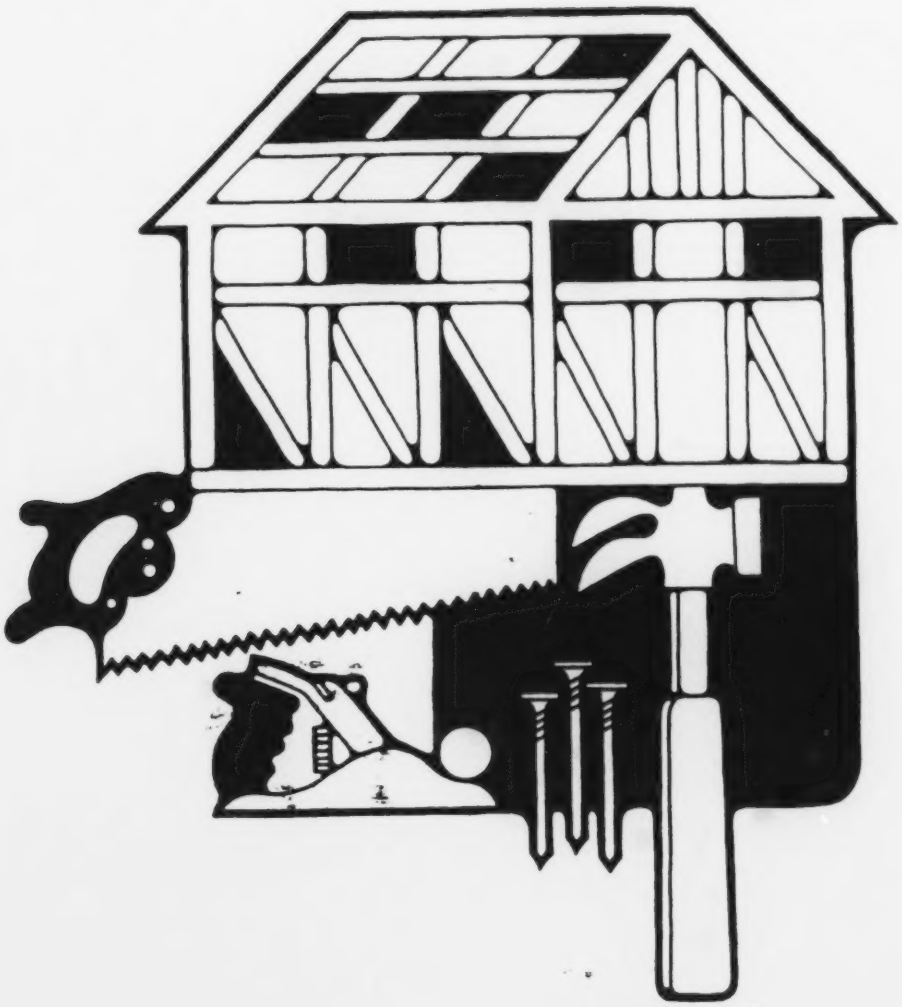


TABLE 11

VOCATIONAL PROGRAM PLACEMENT SUMMARY
FOR 1989
APPRENTICESHIP TRAINING GRADUATES

OCCUPATION	NO. OF GRADUATES	NO. OF RESPONDENTS	MILITARY SERVICE	EMPLOYED IN FIELD RELATED TO TRAINING NO.	PERCENT	WAGE
Architectural Drafter	1	1	0	1	100%	$10.60
Automotive Mechanic	2	0	0	0	--	--
Carpentry	2	2	0	2	--	--
Cement Mason	5	4	0	4	100%	10.85
Electrician (Wire Installer)	3	2	0	2	100%	10.60
Heavy Equipment Mechanic	2	2	0	2	100%	10.50
Housekeeper	1	1	0	1	100%	7.50
Pipefitter	1	1	0	1	--	--
Plumber	2	2	0	2	100%	--
Welder	1	1	0	1	100%	--
TOTAL	**20**	**16**	**0**	**16**	**100%**	**$10.68**

Earnings of Apprenticeship Graduates

The mean hourly earnings of Apprenticeship graduates working full-time in jobs related to their training was $10.68. The highest hourly rate was $14.00 for Cement Masonry and the lowest average hourly rate was $7.50 for Housekeeping.

The mean hourly wage of $10.68 is substantially higher than the average hourly rate of $8.88 in the construction industry. 1/

Job Preparation

Completers of the Apprenticeship Program indicated positive perception of their training programs. One hundred percent of respondents indicated their training received at Guam Community College helped them in getting a job. The majority of respondents rated their experiences in the different aspects of their vocational training was "Very Helpful" or "Helpful" to their current occupations.

As shown in TABLE 12, the majority (97 percent) of the respondents gave positive responses when asked to rate various aspects of their training as being "Helpful" or "Very Helpful."

Job Satisfaction

The majority of respondents expressed satisfaction with their field of work. In addition, 100 percent of the respondents indicated that they were satisfied with their current jobs.

1/ CURRENT EMPLOYMENT REPORT, GUAM DEPARTMENT OF LABOR BUREAU OF LABOR STATISTICS (MARCH, 1990).

TABLE 12

1989 APPRENTICESHIP TRAINING GRADUATES' PERCEPTION OF SCHOOL EXPERIENCES APPLIED TO PRESENT ACTIVITY

ITEM	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	TOTAL
1. Skills related to the job	14%	--	43%	43%	100%
2. Use of tools and equipment	--	--	57%	43%	100%
3. Use of safety devices and safety measures	--	--	43%	57%	100%
4. Communication skills (reading and writing)	--	--	67%	33%	100%
5. Mathematics skills	--	--	67%	33%	100%
6. Planning and organizing work and time	--	--	57%	43%	100%
7. Getting along with others	14%	--	57%	29%	100%
8. Thinking through problems, making judgements and decisions	--	--	57%	43%	100%
TOTAL	3%	--	56%	41%	100%

COMMENTS AND RECOMMENDATIONS

Completers of the Apprenticeship and Training Program were asked to give comments and/or recommendations regarding their vocational training. The following is a compilation of those comments and/or recommendations:

Numerous respondents indicated that the courses were very helpful and thorough as well as motivating. One graduate indicated that the Apprentice Program should be expanded.

Interest in having an auto-cad program was expressed by several respondents. In the area of electronics, it was recommended that future participants in the Apprentice Program on-the-job training should ask a lot of questions and read a lot of books.

Respondents recommended additional course activities to include data entry, and cost estimation.

For refrigeration, it was recommended that GCC should get more up-to-date equipment.

A FIVE-YEAR PERSPECTIVE

APPRENTICESHIP TRAINING GRADUATES

1985 - 1989

The survey instrument used during the last five years has been relatively the same in order to allow comparison of a number of items. This comparison of data over a five-year period reveals that some patterns begin to emerge.

Salaries earned by the respondents who were employed full-time have fluctuated over the past five years, with the highest average wages being erned by 1989 respondents. In 1985, the mean hourly rate was $8.02; in 1986, $7.67, in 1987, $9.47, in 1988, $8.62, and in 1989, a high $10.68 (TABLE 13).

The quality and adequacy of program offerings were highly rated by the respondents (TABLE 14). In 1985, 100 percent of the respondents perceived different aspects of their training as either "Helpful" or "Very Helpful." In 1986, 92 percent responded in areas of "Helpful" and "Very Helpful," and in 1987, 100 percent responded in these same areas when asked to rate their present position. In 1988, 86 percent rated their school experiences as "Helpful" and "Very Helpful," and in 1989, 97 percent gave positive ratings as shown in TABLE 14.

TABLE 13

MEAN HOURLY SALARY OF APPRENTICESHIP TRAINING GRADUATES
WORKING FULL-TIME IN RELATED OCCUPATIONS BY PROGRAM
1985 - 1989

INSTRUCTIONAL PROGRAM	1985 NO.	1985 MEAN HOURLY SALARY	1986 NO.	1986 MEAN HOURLY SALARY	1987 NO.	1987 MEAN HOURLY SALARY	1988 NO.	1988 MEAN HOURLY SALARY	1989 NO.	1989 MEAN HOURLY SALARY
Air Conditioning Refrigeration	2	8.13	-	--	3	10.25	-	--	-	--
Architectural Engineering Technology	1	7.00	-	--	-	--	-	--	-	--
Automotive Mechanic	-	--	2	7.58	2	9.36	-	--	-	--
Carpentry	2	7.95	-	--	-	--	-	--	-	--
Drafting	-	--	-	--	-	--	-	--	1	$10.60
Electrician (Wire Installer)	1	4.78	-	--	1	9.90	1	9.55	2	10.60
Heavy Equipment Mechanic	-	--	-	--	1	9.00	-	--	2	10.50
Heavy Equip-ment operator	-	--	-	--	-	--	-	--	-	--
Housekeeper	-	--	-	--	-	--	3	4.36	1	7.50
Ironworker	-	--	-	--	1	8.60	-	--	-	--
Masonry	1	8.50	-	--	1	8.25	1	8.56	4	10.86
Painter	-	--	-	--	-	--	-	--	-	--
Pipefitter	-	--	-	--	-	--	-	--	-	--
Plumber	-	--	-	--	-	--	-	--	-	--
Welder	1	8.44	1	7.85	-	--	1	7.75	-	--
TOTAL	8	$8.02	3	$7.67	9	$9.47	6	$8.62	10	$10.68

TABLE 14

APPRENTICESHIP TRAINING GRADUATES' PERCEPTION OF SCHOOL EXPERIENCES APPLIED TO PRESENT ACTIVITY 1985 - 1989

PERCENTAGE OF POSITIVE RATINGS 1/

	1985	1986	1987	1988	1989
1. Skills related to the job	100%	100%	100%	83%	86%
2. Use of tools and equipment	100%	100%	100%	75%	100%
3. Use of safety devices and safety measures	100%	100%	100%	100%	100%
4. Communication skills (reading and writing)	100%	100%	100%	75%	100%
5. Mathematics skills	100%	33%	100%	75%	100%
6. Planning and organizing work and time	100%	100%	100%	75%	100%
7. Getting along with others	100%	100%	100%	100%	86%
8. Thinking through problems, making judgements and decisions	100%	100%	100%	100%	100%
TOTAL	**100%**	**92%**	**100%**	**86%**	**97%**

1/ Ratings of "Helpful" and "Very Helpful" on a four-item scale.

FINDINGS

1989 POSTSECONDARY GRADUATES

General Characteristics of Respondents

Four (4) Associate of Arts Degrees, 42 Associate of Science Degrees, and 16 Certificates, were awarded in 1989. In addition, the Criminal Justice Academy had 34 graduates from the 29th Police Cycle and 36 from the 11th Fire Cycle.

Forty-six (46) Associate Degrees were issued in the following program areas: Four (4) in Office Administration (2 with emphasis in clerical studies and 2 with emphasis in secretarial studies); 2 in Accounting, 6 in Administration of Criminal Justice, 1 in Career Studies; 2 in Civil Engineering Technology (1 specializing in Construction and 1 in Public Works); 11 in Computer Science; 4 in Electronic Engineering Technology; 2 in Fire Science Administration; 1 in Food and Beverage Operations; 3 in Hotel Operations; 1 in Industrial Security Administration; 6 in Law Enforcement Administration; and 2 in Supervision and Management.

Sixteen (16) Certificates were issued in the following program areas: 3 in Accounting Clerk; 2 in Air Conditioning/Refrigeration; 1 in Automotive Technology (Automobile); 4 in Computer Science; 3 in Electronic Engineering Technology; 1 in Hotel Operations and 2 in Carpentry.

There were 35 graduates from the 29th Basic Police Training Cycle and 34 from the 11th Fire Cycle under the Criminal Justice Academy.

The overall total for Postsecondary completers was 131 (46 Associate Degrees, 16 Certificates, and 69 Criminal Justice Academy).

The overall response rate for Postsecondary completers was 80 percent.

Of the 62 Certificate and Degree graduates surveyed, there were 39 respondents (63 percent). Of this number, 24 were Chamorro (18 male/6 female); 5 were Filipino (3 male/2 female); 6 White non-Hispanic (3 male/3 female); 2 Micronesian (female); 1 Japanese (male) and 1 American Indian/Alaskan Native (male).

Of the 69 Criminal Justice Academy Police and Fire Cycle graduates surveyed, there were 65 respondents (93 percent). Of this number, 48 were Chamorro (male); 8 White non-Hispanic (male); 4 Filipino (male); 2 Asian (male) and 2 Black (male).

TABLE 15

PRESENT ACTIVITIES OF RESPONDENTS
1989 DEGREE & CERTIFICATE POSTSECONDARY GRADUATES

	FULL-TIME STUDENT		PART-TIME STUDENT		NOT IN SCHOOL		MILITARY SERVICE		TOTAL	
	NO.	PER-CENT	NO.	PER-CENT	NO.	PER-CENT	NO.	PER CENT	NO.	PER CENT
Working Full-Time	0	--	4	10%	26	67.5%	1	2.5%	31	80%
Working Part-Time	1	2.5%	0	-	2	5%	0	--	3	7.5%
Not Working	1	2.5%	0	-	4	10%	0	--	5	12.5%
Total	2	5%	4	10%	32	82.5%	1	2.5%	39	100%

TABLE 16

NUMBER AND PERCENTAGE OF DEGREE & CERTIFICATE POSTSECONDARY EMPLOYED RESPONDENTS BY PLACE OF EMPLOYED

1989 GRADUATES

PLACE OF EMPLOYMENT	STUDENT WORKING NUMBER	PERCENT
Family Business/self-Employed	0	--
Federal Government	5	15%
Government of Guam	12	35%
Military Service	1	3%
Private Industry	16	47%
Total	34	100%

General Requirements of the Postsecondary Programs

To earn an Associate Degree, students must earn a minimum total of 60 credit hours. This must include a number of courses in the students's field and related general education courses.

To earn a Certificate, a student must complete from 27 to 40 semester hours depending on the program requirements for their particular area of study.

The police cycle is required to have at least 576 hours of entry-level training for all trainees undergoing the program. Those successfully completing the cycle earn 15 college credits.

Police Cycle graduates earn college credit based on one (1) credit hour per 40 clock hour of instruction received at the Police Academy. These credits may serve as a foundation for an Associate of Science Degree in Criminal Justice (i.e., Law Enforcement, Corrections Administration, or Administration of Criminal Justice, A.S. Degree). This credit change came about January 1, 1982.

Present Activities of Respondents
(Certificate/Degree Programs)

As TABLE 15 indicates, 87 percent of the respondents were working. Of the Postsecondary respondents, 80 percent were employed full-time with an additional 7.5 percent working part-time.

Only 2.5 percent of the respondents were in the Military Service (TABLE 15).

Of the Postsecondary respondents, 15 percent were pursuing additional education with 5 percent enrolled as full-time students, and 10 percent enrolled as part-time students (TABLE 15).

Employment Sector

Postsecondary Certificate and Degree graduates were employed in different sectors of the economy. TABLE 16 contains the number and percentages of graduates by place of employment for respondents employed full-time and part-time. Private Industry provided more jobs for the respondents than any other category; 16 or 47 percent of the employed respondents were working for Private Industry. The Government of Guam employed 12 or 35 percent; and the Federal Government employed 5 or 15 percent. One (1) of the respondents (3 percent) served in the Military Service full-time (TABLE 16).

Of the 29th Police Cycle graduates, 100 percent of the respondents indicated they were employed in occupations related to their training (TABLE 17).

Of the 29th Basic Police Cycle graduate, 31 or 89 percent were employed with the Government of Guam. Of the 31 respondents, the 26 or 84 percent were employed full-time in the divisions or precincts of the Guam Police Department. Three (3) were with other Government of Guam Agencies and two (2) served as part-time GPD Reserve Officers.

Of the 11th Fire Cycle graduates, 100% of the completers were employed in occupations related to their training (TABLE 17)

The 11th Fire Cycle consisted of 34 graduates. One hundred (100%) percent of the graduates were employed full-time with the Guam Fire Department, Government of Guam.

TABLE 18 presents a distribution of respondents by employment and by instructional program for Postsecondary graduates.

Employment Patterns

The identification of employment was accomplished by examining employment data, earnings, and related variables associated with vocational training for graduates of Postsecondary vocational programs.

Job Relatedness

Data were collected to determine whether vocational graduates were being employed in the occupations for which they were trained. The graduates were asked to indicate whether they were employed in: (1) occupations directly or closely related to their field of vocational training or (2) occupations which were remotely related to their field of training, or (3) occupations that were not related at all to their field of training. They were asked also to indicate the title of their position and to briefly describe their duties and responsibilities.

Earnings of Postsecondary Graduates

The hourly salaries for Associate Degree and Certificate graduates at the Postsecondary level for those who were employed full-time in their field of training, averaged $12.47 (males/females combined). Associate Degree Graduates earned an average of $13.50 for males and $10.00 for females. Certificate Graduates earned an average of $10.53 for males and $9.50 for females.

Of the postsecondary certificate and degree graduates, Electronic Engineering Technology reported the highest wage ($18.38/hr.) followed by Law Enforcement Administration ($14.34/hr.) as shown in TABLE 17.

The Police Academy consisted of 35 graduates from the 29th Basic Police Cycle. The Police Cycle respondents had an average hourly wage of $11.03 (TABLE 17).

TABLE 17
VOCATIONAL PROGRAM SUMMARY
FOR 1989
POSTSECONDARY GRADUATES

PROGRAM	NUMBER OF GRADUATES	NUMBER OF RESPONDENTS	EMPLOYED IN AN OCCUPATION RELATED TO TRAINING		MEAN HOURLY WAGE	
			NUMBER	PERCENT	MALE	FEMALE
ASSOCIATE OF ARTS, OFFICE ADMINISTRATION - with emphasis in:						
Clerical Studies	2	2	1	50%	--	$6.74(1)
Secretarial Administration	2	2	2	100%	--	7.00(1)
ASSOCIATE OF SCIENCE						
Accounting	2	1	1	100%	--	12.50(1)
Administration of Criminal Justice	6	5	1	20%	--	--
Automotive Technology Automobile	1	1	0	--	--	--
Career Studies	1	0	0	--	--	--
Civil Engineering Technology Public Works	1	0	0	--	--	--
Computer Science	11	8	6	75%	12.86(5)	--
Civil Engineering Technology Construction	1	1	1	100%	--	--

TABLE 17
VOCATIONAL PROGRAM SUMMARY
FOR 1989
POSTSECONDARY GRADUATES

PROGRAM	NUMBER OF GRADUATES	NUMBER OF RESPONDENTS	EMPLOYED IN AN OCCUPATION RELATED TO TRAINING		MEAN HOURLY WAGE	
			NUMBER	PERCENT	MALE	FEMALE
Electronic Engineering Technology	4	2	2	100%	$17.25(2)	--
Fire Service Administration	2	2	2	100%	--	--
Food & Beverage Operations	1	1	1	100%	--	4.78(1)
Hotel Operations	3	2	1	50%	12.00(1)	--
Industrial Security Administration	1	0	0	--	--	--
Law Enforcement Administration	6	5	5	100%	14.34(1)	--
Supervision and Management	2	1	1	100%	--	14.25(1)
Total (ASSOC. DEGREES)	46	33	23	70%	$14.54(9)	$10.12(5)
Total Assoc. Degree (Male/Female)					$13.07(14)	
Total Assoc. Degree and Certificate Combined					$13.50	$10.00
Total Assoc. Degrees & Cert. (Male/Female)					$12.47	

TABLE 17 (Continued)
VOCATIONAL PROGRAM SUMMARY
FOR 1989
POSTSECONDARY GRADUATES

PROGRAM	NUMBER OF GRADUATES	NUMBER OF RESPONDENTS	EMPLOYED IN AN OCCUPATION RELATED TO TRAINING		MEAN HOURLY WAGE	
			NUMBER	PERCENT	MALE	FEMALE
CERTIFICATES						
Accounting Clerk	3	1	1	100%	$5.00(1)	--
Air Conditioning/ Refrigeration	2	2	2	100%	11.26(2)	--
Automotive Technology Automobile	1	1	1	100%	6.75(1)	--
Computer Science	4	1	1	100%	--	9.50(1)
Electronic Engineering Technology	3	2	2	100%	18.38(1)	--
Hotel Operations	1	0	0	--	--	--
Carpentry	2	0	0	--	--	--
TOTAL (CERTIFICATES)	16	7	7	100%	$10.53(5)	$9.50(1)

TABLE 17 (Continued)
VOCATIONAL PROGRAM SUMMARY
FOR 1989
POSTSECONDARY GRADUATES

PROGRAM	NUMBER OF GRADUATES	NUMBER OF RESPONDENTS	EMPLOYED IN AN OCCUPATION RELATED TO TRAINING		MEAN HOURLY WAGE	
			NUMBER	PERCENT	MALE	FEMALE
CRIMINAL JUSTICE ACADEMY						
29th Police Cycle	35	31	31	100%	11.03(1)	-
11th Fire Cycle	34	34	34	100%	11.35(4)	-
TOTAL (POLICE & FIRE)	69	65	65	100%	11.24(5)	-

TABLE 17a

MEAN HOURLY SALARY OF 1989 POSTSECONDARY GRADUATES
BY INSTRUCTIONAL PROGRAM

INSTRUCTIONAL PROGRAM	FULL-TIME				PART-TIME			
	RELATED		NOT RELATED		RELATED		NOT RELATED	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
ASSOCIATE OF ARTS, OFFICE ADMININSTRATION								
Clerical Studies	---	6.74(1)	---	---	---	---	---	---
Secretarial Admin.	---	7.00(1)	---	---	---	---	---	---
ASSOCIATE OF SCIENCE								
Accounting	---	12.50(1)	---	---	---	---	---	---
Admin. of Criminal Justice	---	---	5.46(2)	9.46(1)	---	---	---	---
Automotibe Tech. Automobile	---	---	---	---	---	---	---	---
Computer Science	12.86(5)	---	---	5.65(1)	19.33(2)	---	---	---
Civil Engineering Technology (Construction)	---	---	---	---	---	---	---	---
Civil Engineering Technology (Public Works)	---	---	---	---	---	---	---	---
Fire Science Administration	---	---	---	---	---	---	---	---
Food & Beverage Operations	---	4.78(1)	---	---	---	---	---	---
Hotel Operations	12.00(1)	---	---	---	---	---	---	---
Industrial Security Administration	---	---	---	---	---	---	---	---

TABLE 17a (Continued)

MEAN HOURLY SALARY OF 1989 POSTSECONDARY GRADUATES
BY INSTRUCTIONAL PROGRAM

INSTRUCTIONAL PROGRAM	FULL-TIME				PART-TIME			
	RELATED		NOT RELATED		RELATED		NOT RELATED	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Law Enforcement Administraion	14.34(1)	---	---	---	---	---	---	---
Electronics Engineering Tech.	17.25(2)	---	---	---	---	---	---	---
Supervision and Management	---	14.25(1)	---	---	---	---	---	---
TOTAL (ASSOCIATE DEGREES)	14.54(9)	10.12(5)	5.46(2)	7.56(2)	19.33(2)	---	---	---
TOTAL (MALE/FEMALE)	$13.07(14)							
CERTIFICATES								
Accounting Clerk	5.00(1)	---	---	---	---	---	---	---
Air Conditioning Refrigeration	11.26(2)	---	---	---	---	---	---	---
Automotive Tech. (Automobile)	6.75(1)	---	---	---	---	---	---	---
Computer Science	---	---	---	---	---	9.50(1)	---	---
Carpentry	---	---	---	---	---	---	---	---
Electronic Engineering Tech.	18.38(1)	---	---	---	---	---	---	---
Hotel Operations	---	---	---	---	---	---	---	---
TOTAL (CERTIFICATES)	10.53(5)	---	---	---	---	9.50(1)	---	---

NOTE: Number in parenthesis indicates number of responses in each cell.

TABLE 18
EMPLOYMENT STATUS BY INSTRUCTIONAL PROGRAM
1989 POSTSECONDARY GRADUATES

INSTRUCTIONAL PROGRAM	TOTAL COM-PLETERS	TOTAL RESPON-DENTS	MILITARY SERVICE FULL-TIME	EMPLOYED IN A FIELD: RELATED TO TRAINING	EMPLOYED IN A FIELD: NON-RELATED TO TRAINING NOT PURSUING ADDITIONAL EDUCATION	PURSUING ADDITIONAL EDUCATION, EMPLOYED IN A FIELD NOT RELATED TO TRAINING NOT IN THE LABOR FORCE OR UN-EMPLOYED	UNEMPLOYED (SEEKING EMPLOYMENT AND NOT PURSUING ADDITIONAL EDUCATION)	NOT IN THE LABOR FORCE AND NOT PUR-SUING ADDI-TIONAL EDUCA-TION	STATUS UNKNOW
ASSOCIATE OF ARTS, OFFICE ADMINISTRATION - with emphasis in:									
Clerical Studies	2	2	0	1	1	-	-	-	0
Secretarial Administration	2	2	0	2	0	-	-	-	0
ASSOCIATE OF SCIENCE									
Accounting	2	1	0	1	-	-	-	-	1
Administration of Criminal Justice	6	5	1	1	2	-	1	-	1
Automotive Technology Automobile	1	1	0	0	-	-	-	1	0
Career Studies	1	0	-	-	-	-	-		1
Civil Engineering Technology Public Works	1	0	-	-	-	-	-	-	1
Computer Science	11	8	0	5	1	1	-	1	2

TABLE 18
EMPLOYMENT STATUS BY INSTRUCTIONAL PROGRAM
1989 POSTSECONDARY GRADUATES

INSTRUCTIONAL PROGRAM	TOTAL COMPLETERS	TOTAL RESPONDENTS	MILITARY SERVICE FULL-TIME	EMPLOYED IN A FIELD RELATED TO TRAINING	EMPLOYED IN A FIELD NON-RELATED TO TRAINING NOT PURSUING ADDITIONAL EDUCATION	PURSUING ADDITIONAL EDUCATION, EMPLOYED IN A FIELD NOT RELATED TO TRAINING NOT IN THE LABOR FORCE OR UNEMPLOYED	UNEMPLOYED (SEEKING EMPLOYMENT AND NOT PURSUING ADDITIONAL EDUCATION)	NOT IN THE LABOR FORCE AND NOT PURSUING ADDITIONAL EDUCATION	STATUS UNKNOWN
Civil Engineering Technology Construction	1	1	0	1	0	0	0	0	0
Electronic Engineering Technology	4	2	0	2	0	0	0	0	2
Fire Science Administration	2	3	0	3	0	0	0	0	1
Food & Beverage Operations	1	1	-	1	-	-	-	-	0
Hotel Operations	3	2	0	1	-	-	1	-	1
Industrial Security Administration	1	0	-	-	-	-	-	-	1
Law Enforcement Administration	6	5	0	5	-	-	-	-	1
Supervision and Management	2	1	0	1	-	-	-	-	1
Total (ASSOC. DEGREES)	46	32	1	22	4	1	2	2	12

TABLE 18
EMPLOYMENT STATUS BY INSTRUCTIONAL PROGRAM
1989 POSTSECONDARY GRADUATES

INSTRUCTIONAL PROGRAM	TOTAL COM-PLETERS	TOTAL RESPON-DENTS	MILITARY SERVICE FULL-TIME	EMPLOYED IN A FIELD: RELATED TO TRAINING	EMPLOYED IN A FIELD: NON-RELATED TO TRAINING NOT PURSUING ADDITIONAL EDUCATION	PURSUING ADDITIONAL EDUCATION, EMPLOYED IN A FIELD NOT RELATED TO TRAINING NOT IN THE LABOR FORCE OR UN-EMPLOYED	UNEMPLOYED (SEEKING EMPLOYMENT AND NOT PURSUING ADDITIONAL EDUCATION)	NOT IN THE LABOR FORCE AND NOT PUR-SUING ADDI-TIONAL EDUCA-TION	STATUS UNKNOWN
CERTIFICATES									
Accounting Clerk	3	1	0	1	-	-	-	-	2
Air Conditioning/ Refrigeration	2	2	0	2	-	-	-	-	0
Automotive Technology Automobile	1	1	0	1	-	-	-	-	0
Computer Science	4	1	0	1	-	-	-	-	3
Electronic Engineering Technology	3	2	0	2	-	-	-	-	1
Hotel Operations	1	0	0	-	-	-	-	-	1
Carpentry	2	0	0	-	-	-	-	-	2
TOTAL (CERTIFICATES)	16	7	0	7	0	0	0	0	9
TOTAL CERTIFICATES AND DEGREES	62	39	1	29	4	1	2	2	21

TABLE 18
EMPLOYMENT STATUS BY INSTRUCTIONS PROGRAM
1989 POSTSECONDARY GRADUATES

INSTRUCTIONAL PROGRAM	TOTAL COM-PLETERS	TOTAL RESPON-DENTS	MILITARY SERVICE FULL-TIME	EMPLOYED IN A FIELD RELATED TO TRAINING	EMPLOYED IN A FIELD NON-RELATED TO TRAINING NOT PURSUING ADDITIONAL EDUCATION	PURSUING ADDITIONAL EDUCATION, EMPLOYED IN A FIELD NOT RELATED TO TRAINING NOT IN THE LABOR FORCE OR UN-EMPLOYED	UNEMPLOYED (SEEKING EMPLOYMENT AND NOT PURSUING ADDITIONAL EDUCATION)	NOT IN THE LABOR FORCE AND NOT PUR-SUING ADDI-TIONAL EDUCA-TION	STATUS UNKNOWN
CRIMINAL JUSTICE ACADEMY									
29th Police Cycle	35	31	0	31	-	-	-	-	4
11th Fire Cycle	34	34	0	34	-	-	-	-	0
TOTAL (POLICE & FIRE)	69	65	0	65	-	-	-	-	4

Job Preparation

Part C, Question 11 of the survey questionnaire asked: "Would you say your training at Guam Community College helped you in getting a job?" Sixty-three (63) percent of the Postsecondary Certificate and Degree respondents gave positive responses to this question. Of the Criminal Justice Academy respondents (police & Fire Cycles), the majority said that their training did help them in getting a job. A small percentage did not respond to this portion of the questionnaire.

TABLES 19, 20 and 21 show a breakdown of Postsecondary respondents' perceptions of their experiences as applied to their present activities.

Associate Degree and Certificate graduates indicated positive perceptions of their training programs (TABLE 19). They gave "Very Helpful" ratings for the majority of areas, with highest ratings in areas of: Thinking through problems, making judgments and decisions (100 percent), followed by Communication skills reading/writing (96 percent), and getting along with co-workers (96 percent).

Graduates of the 29th Police Cycle gave positive responses when asked to give their perception of experiences applied to their present position (TABLE 20). Items identified as "Helpful" and "Very Helpful" received highest ratings in areas of "Getting along with co-workers/others" (100 percent) and "Thinking through problems, making judgments and decisions" (100 Percent).

The 11th Fire Cycle Graduates' perceptions of school experiences applied to their present activities are shown in TABLE 21. The majority of items were highly rated as "Helpful or "Very Helpful." Items rated highest as "Very Helpful" were in areas of: "Use of tools and equipment" (100 percent); "Use of safety devices and safety measures" (100 percent); "Communication skills (reading and writing" (100 percent); "Getting along with co-workers" (100 percent) and "Thinking through problems, making judgments and decision" (100 percent).

Job Satisfaction

Item 12 of Part C on the survey instrument asked the graduates whether they were satisfied with their present job.

Of the Degree and Certificate recipients, 77 percent expressed satisfaction with their present positions. Of the respondents, only three indicated they were not satisfied with their present jobs, and still other respondents did not respond at all to this portion of the questionnaire. Of the Police and Fire Academy graduates, the majority expressed satisfaction with their current positions.

Continuing Education

Of the Postsecondary Degree and Certificate graduate respondents, 6 or 15 percent reported they were continuing education either on a full-time or part-time basis; 5 or 12.5 percent of these same respondents were also employed either full-time or part-time (TABLE 15).

Certificate and Degree graduate respondents continuing education were enrolled at the Guam Community College (40 percent), the University of guam (40 percent), and at off-island institutions of higher learning (20 percent).

Unemployment

The unemployment rate for all Postsecondary Certificate and Degree respondents was 6 percent (TABLE 18). The Bureau of Labor Statistics, Guam Department of Labor, indicated the unemployment rate for all workers as of March, 1990 to be 1.9 percent.

TABLE 19

1989 ASSOCIATE DEGREES & CERTIFICATE GRADUATES' PERCEPTION OF SCHOOL EXPERIENCES APPLIED TO PRESENT ACTIVITY

ITEM	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	TOTAL
1. Skills related to the job	8%	8%	53%	31%	100%
2. Use of tools and equipment	8%	13%	44%	35%	100%
3. Use of safety devices and safety measures	9%	24%	52%	15%	100%
4. Communication skills (reading and writing)	--	4%	57%	39%	100%
5. Mathematics skills	--	17%	65%	18%	100%
6. Planning and organizing work and time	--	8%	48%	44%	100%
7. Getting along with co-workers	--	4%	52%	44%	100%
8. Thinking through problems, making judgements and decisions	--	--	57%	43%	100%
TOTAL	3%	10%	53%	34%	100%

TABLE 20

PERCEPTION OF SCHOOL EXPERIENCES APPLIED TO PRESENT ACTIVITY, 1989 GRADUATES OF THE 29th POLICE CYCLE TRAINING PROGRAM

ITEM	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	TOTAL
1. Skills related to the job	--	--	50%	50%	100%
2. Use of tools and equipment	--	--	100%	--	100%
3. Use of safety devices and safety measures	--	--	50%	50%	100%
4. Communication skills (reading and writing)	--	--	50%	50%	100%
5. Mathematics skills	--	50%	50%	--	100%
6. Planning and organizing work and time	--	100%	--	--	100%
7. Getting along with co-workers	--	--	--	100%	100%
8. Thinking through problems, making judgements and decisions	--	--	--	100%	100%
TOTAL	--	6%	50%	44%	100%

TABLE 21

PERCEPTION OF SCHOOL EXPERIENCES APPLIED TO PRESENT ACTIVITY, 1989 GRADUATES OF THE 11th FIRE CYCLE

ITEM	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	TOTAL
1. Skills related to the job	--	25%	--	75%	100%
2. Use of tools and equipment	--	--	75%	25%	100%
3. Use of safety devices and safety measures	--	--	25%	75%	100%
4. Communication skills (reading and writing)	--	--	25%	75%	100%
5. Mathematics skills	25%	25%	25%	25%	100%
6. Planning and organizing work and time	--	25%	50%	25%	100%
7. Getting along with co-workers	--	--	25%	75%	100%
8. Thinking through problems, making judgements and decisions	--	--	25%	75%	100%
TOTAL	3%	9%	31%	57%	100%

COMMENTS AND RECOMMENDATIONS

The 1989 Postsecondary Graduates were asked for comments and recommendations regarding their school or training received at Guam Community College. The following responses were given by graduates from various programs.

Accounting

I am still interested in gaining more computer knowledge.

The accounting program was very good and has helped me get a better job.

Administration of Criminal Justice

I would recommend the Co-op program for persons working toward their Associate Degree.

Most jobs require going on to get a 4-Year degree.

I am interested in taking more management courses.

There should be more emphasis on interpersonal relations.

The courses offer "good stuff."

Air Conditioning/Refrigeration

I recommend anything business related such as sales or purchasing.

It took a little longer to complete the graduation requirements than I had planned. This was due to the fact that the classes I needed were not always offered.

All students are in need of computer skills.

Class resources need to be better and should be in place before the classes are started.

Students should know how to use scrap materials to complete a project.

Automotive Technology (Automobile)

Offer additional training in DC Electronics, refrigeration, etc.

Regarding the automotive course training, GCC "MUST" hire more hard-working well-experienced instructors who have up-to-date knowledge of today's newly fully computerized car designs.

Clerical Studies/Secretarial Administration

I would like to see the College offer more courses in communication skills.

I appreciate GCC and what it has done for me over the past few years.

Teachers should emphasize use of office machines; ability to work through instructions without supervision.

Train students to be able to meet deadlines.

Instill in students the ability to organize their workload.

I recommend public relations courses and more management courses.

Thank you!! I will be coming back.

Computer Science

Please continue to upgrade the courses to keep up with the latest technology.

The Co-op on-the-job training gave me added job skills.

The training I received at GCC helped me get many job offers.

GCC has a wonderful set up for any interested students.

GCC has helped me to make my dreams a reality.

The College has a fantastic program for adults.

Offer additional courses in flow-charting, documentation computer and graphics.

I am highly satisfied with the training I received at GCC.

I recommend that computer science courses be upgraded to catch up with 4th generation languages and new technology.

The teachers and staff at the school were very professional and so helpful to me.

I recommend the school get the latest technology and better teachers.

Put specific emphasis on problem solving and stress determination.

Have personal computer courses such as Database, Spreadsheets and Word Processing in detailed courses.

Computer Science (Continued)

It seem that business people now-a-days prefer experienced people to new graduates and most people without educational background but lots of experience get better jobs. Why?!!?

Electronic Engineering Technology

Offer more courses in data communications and computer science.

Give more support to postsecondary students who are working hard to meet their goals by offering more lab time.

I recommend giving more emphasis on basic courses such as math, science and writing. These are more important than elective courses.

The electronics lab is well equipped for training, but it was not always properly supervised.

GCC needs more instructors at the level of Mr. Dave Russell who was well prepared and qualified to handle any course.

Lab time should not be limited as much as it is.

I recommend that the school bring back the machine shop for training that could lead to a person opening up their own business.

Fire Service Administration

I recommend the following: 1) more hands-on activities for courses; 2) actual classes for courses listed on the schedule; and 3) more study materials should be available for personal study time.

Hotel Operations

I think there should be more math, speech and writing skills training.

My training was in the tourism trade area, but the same type of training relates very closely to all aspects of any sound job or occupation. More emphasis on math and speech should be given as they relate the heaviest on any job situation.

Why can't GCC help me find a job in my field of study?

Supervision and Management

I think this is an exceptional program!

Basic Fire Cycle

Add more public relations courses.

Hands-on training would be more beneficial to students than anything else.

The courses were good, but there should be more hands-on training and more reading material should be available.

Courses in fire organization and management should be offered based on the actual needs of the students.

Basic Police Cycle

Offer more law interpretation (local laws) as well as police procedures (local departments) and extend the time for on-the-job training (at lease three months).

Practical experience and on-the-job training is the best form of training in addition to what is offered at the Criminal Justice Academy.

FINDINGS

ADULT HIGH SCHOOL DIPLOMA GRADUATES

General Characteristics, Adult High School Graduates

There were 31 Adult H. S. diploma graduates surveyed in 1982. The number soared to 67 in school year 1982-83, and there were 59 in 1984, 46 in 1985, 62 in 1986, 72 in 1987, 63 in 1988 and 61 in 1989.

Of the 61 Adult High School graduates in 1989, 41 were male and 20 were female. Further breakdown of the graduate data shows that 33 were Chamorro (24 male/9 female), 11 were Filipino (7 male/4 female), 5 Other Asian (3 male/2 female) and 9 White, non-Hispanic (5 male/4 female), 3 Micronesians (male).

General Requirements for the Adult High School Diploma Graduate

To earn an Adult High School Diploma at Guam Community College, a student must apply for admission to the College as a diploma student. Students must successfully complete 12 units of credit in specified areas either at the Guam Community College or through transfer of credits accepted by GCC.

Present Activities of Respondents

As TABLE 22 indicates, of the respondents, 66 percent were full-time, that is two-thirds were employed. Unlike previous years,none of the respondents were in the different branches of the Military Services.

Forty-one (41) percent of the respondents were pursuing additional education with 25 percent enrolled as full-time students, while 16 percent were enrolled part-time.

Employment Sector

Adult High School graduates sought and found employment in different sectors of the economy. TABLE 23 contains the number and percentage of graduates by place of employment for respondents employed full-time and part-time. The private sector provided more jobs for the respondents than any other category. Eighty-five (85) percent of the employed respondents were in private industry. Further breakdown of employed respondents indicates that 10 percent were employed by the Federal Government, and 5 percent were employed by the Government of Guam.

TABLE 22

PRESENT ACTIVITIES OF RESPONDENTS 1989 ADULT HIGH SCHOOL GRADUATES

	FULL-TIME STUDENT		PART-TIME STUDENT		NOT IN SCHOOL		MILITARY SERVICE		TOTAL	
	NO.	PER-CENT	NO.	PER-CENT	NO.	PER-CENT	NO.	PER CENT	NO.	PER CENT
Working Full-Time	1	3%	4	13%	16	50%	0	--	21	66%
Working Part-Time	0	--	0	--	0	--	0	--	0	--
Not Working	25	22%	1	3%	3	9%	0	--	11	34%
Total	8	25%	5	16%	19	59%	0	--	32	100%

TABLE 23

NUMBER AND PERCENTAGE OF ADULT HIGH SCHOOL GRADUATE EMPLOYED RESPONDENTS BY PLACE OF EMPLOYMENT

PLACE OF EMPLOYMENT	STUDENT WORKING NUMBER	PERCENT
Family Business/self-Employed	0	--
Federal Government	1	5%
Government of Guam	2	10%
Military Service	0	--
Private Industry	18	85%
Total	21	100%

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Employment Patterns

The identification of employment was accomplished by examining employment data, earnings, and related variables of the Adult High School graduates. Sixteen (16) percent of the respondents attending college on a part-time basis were also employed.

Earnings of Adult High School Graduates

The hourly salary for Adult High School graduate respondents employed full-time averaged $6.05 for males and $5.34 for females, or an average of $5.09 for both groups. Compared to the minimum wage of $3.35 in 1989, the Adult High graduates, on an average, earned $1.74 per hour more than the minimum wage.

Of the Adult High School graduating group who responded, none were employed part-time.

Of the respondents employed, the highest salary was shown at $10.74 for males and $6.50 for females.

Job Preparation

The Adult High School student's main objective is to achieve the goal of obtaining a High School diploma. There are no specific shop or vocational requirements for the diploma. Fifty-six (56) percent of the respondents indicated that the Adult High School diploma they received at Guam Community College was an important factor in obtaining current employment.

Positive ratings were also reflected by the Adult High School graduates in all aspects of their educational experiences. The three items identified as most helpful to respondents were: 1) Communication skills (reading/writing); 2) Planning and organizing (work and time); and 3) Mathematics skills.

TABEL 24

1989 ADULT HIGH SCHOOL DIPLOMA GRADUATES' PERCEPTION OF SCHOOL EXPERIENCES APPLIED TO PRESENT ACTIVITY

ITEM	NOT HELPLFUL	SHOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	TOTAL
1. Skills related to the job	26%	26%	32%	16%	100%
2. Use of tools and equipment	50%	12%	25%	13%	100%
3. Use of safety devices and safety measures	37%	6%	38%	19%	100%
4. Communication skills (reading and writing)	--	--	64%	36%	100%
5. Mathematics skills	6%	6%	53%	35%	100%
6. Planning and organizing (work and time)	--	6%	50%	44%	100%
7. Getting along with co-workers	16%	--	42%	42%	100%
8. Thinking through problems, making judgments and decisions	10%	11%	42%	37%	100%
TOTAL	18%	9%	43%	30%	100%

Job Satisfaction

Item 12 of Part C on the survey instrument asked the graduates whether they were satisfied with their present job. Of the Adult High School graduates who responded to this portion of the survey, 86 percent expressed satisfaction with their current positions.

Continuing Education

Thirteen (13) or 41 percent of the Adult High School Program respondents reported they were continuing education either on a full-time or part-time basis. Five (5) or 6 percent of these same respondents were also employed full-time.

Respondents who were continuing education were enrolled at Guam Community College (3 full-time/3 part-time); University of Guam (3 full-time/1 part-time) and Mainland colleges (2).

Unemployment

Three (3) or 9 percent of the respondents were unemployed. This rate was well above the 1.9 percent unemployment rate for all workers according to the Guam Department of Labor, Bureau of Labor Statistics, March, 1990. It is noted however, that 41 percent of the Adult High School graduate respondents were continuing education on a full-time or part-time basis.

COMMENTS AND RECOMMENDATION
1989 ADULT HIGH SCHOOL GRADUATES

The following comments and/or recommendations were given by respondents from the Adult High School group when asked what additional skills or courses would have been valuable to them in their present job:

1. Air Conditioning
2. World of Work
3. Accounting
4. Civil Engineering
5. Auto-Cad Computerized Drafting
6. Computer Operations and more simplified courses for computer users mentioned by three respondents
7. Business Administration
8. Typing mentioned twice
9. Adding Machine
10. Accounting mentioned twice
11. Bookkeeping
12. Business Management mentioned twice
13. Backhoe operation
14. Professional Golf
15. Carpentry
16. Management and Supervision
17. Offer more English courses under the Retailing and Marketing major
18. I am continuing my education at GCC and work under the College Work-study program. There is a great need for higher-level English courses.

COMMENTS AND RECOMMENDATIONS (CONTINUED)
1989 Adult High School Graduates

19. I want to continue my education and major in Automotive Mechanics.

20. In my opinion, GCC is doing a very good job.

21. Thank you for the opportunity to get a good education.

22. I like the training being offered at GCC.

23. I gained a lot of knowledge which helped me excel on the job with my present job as well as my previous job.

24. Class materials/books for Automotive Technology need to be updated to include the advancing technology of the automobile.

25. GCC has a good setup. The counseling was good, classes were organized and not over-crowded.

26. My school/training improved the quality of my life with respect to my knowledge of the working professional lifestyle.

27. The classes were very good and I learned a lot.

SUMMARY

As mandate by Guam Community College Act of 1977 (Public Law 14-77) and the Carl Perkins Vocational Education Act of 1984 (Public Law 98-524), an annual follow-up survey has been conducted for the eleventh Guam Community College graduating class, that of 1989. In addition to compliance with legal requirements, Guam Community College has conducted an extensive self-study on the status of program completers in order to gather information on the quality and effectiveness of vocational training programs, to provide useful data to assist in planning for program improvement and curriculum development.

The rate of responses for Secondary graduates was 68 percent, 80 percent for Apprenticeship Training graduates, 79 percent for Postsecondary graduates and 52 percent for the Adult High School graduates.

The majority of the respondents were gainfully employed; respondents were generally satisfied with their current employment and were earning more than the average worker of their age group or particular occupational group. The majority of respondents felt that the training they received from Guam Community College was a contributing factor in obtaining employment. The quality and adequacy of the College's vocational program received above-average ratings.

Eighty-three (83) percent of secondary program graduate respondents were gainfully employed. Respondents indicated general satisfaction with their present employment. The mean hourly earnings for males was $5.83 and $5.09 for females; the average mean hourly earnings for both (males and females) was $5.58. (Wages for graduates in the Military service were not included.) It is important to note that 74 percent of the employed secondary respondents were working in the private sector; 6 percent were employed with the Federal Government; and only 5 percent were employed by the Government of Guam.

Seventy-five (75) percent of the Apprenticeship training program respondents were working full-time in fields related to their training. Of those who responded to the survey, the majority felt that their training helped them get a job. The mean hourly rate of Apprenticeship graduates working full-time was $10.68. This rate is higher than the gross average hourly rate of $8.88 in the construction industry as indicated in the "Current Employment Report" Guam Department of Labor, Bureau of Labor Statistics (March 1990).

Eighty-five (85) percent of the Adult High School Graduate respondents held jobs in private industry, 10 percent worked for the Government of Guam, and 5 percent worked for the Federal Government.

Ninety (90) percent of the Postsecondary graduates who responded to the survey were working in fields related or closely related to their vocational training areas. The mean hourly earnings for Postsecondary respondents was $12.47 for CERTIFICATE AND DEGREE graduates and $11.24 for CRIMINAL JUSTICE POLICE & FIRE ACADEMY graduates. Of the Criminal Justice Academy Police and Fire respondents, the majority were employed in occupations related to their training at the various precincts of the Guam Police and Fire Departments. Thirty-five (35) percent of Postsecondary Certificate and Degree respondents were employed by the Government of Guam, 47 percent were employed with private industry, and 15 percent were with the Federal Government. The majority of Postsecondary graduates felt their training was beneficial, particularly in areas of "Skills related to the job," and "Thinking through problems, making judgement and decisions."

The findings of this study indicate that a vocational completer is more likely to be employed than one who has no vocational training. It is also important to note that graduates of Guam Community College vocational-technical programs expressed very positive attitudes about the training they received at Guam Community College.

RECOMMENDATIONS
1989 GRADUATE FOLLOW-UP

Based on the findings of the graduate survey, the following recommendations are made:

Curriculum planners and developers should review curricula on a continuing basis, to ensure vocational programs are updated as technology in the world of work is updated; existing equipment should be checked and updated as necessitated by technological changes in industry.

New and additional programs should be considered for inclusion.

The Academic and Occupational Divisions should continue to enhance preparedness of vocational and technical students through coordinated efforts.

The college should continue to promote student activities at both the secondary and Postsecondary levels.

A purusal of students' perceptions of the different aspects of their vocational education programs as applied to present activity shows that the graduates considered "communication skills" and "getting along with co-workers" as important as their job skills.

More career counseling is recommended at the middle schools and entry-levels with emphasis on different occupations and training opportunities, with continued emphasis on a non-biased approach to students wishing to enter traditional or non-traditional fields.

It is further recommended that educators and employers in the community consider the long-term benefits of vocational education in Guam in order to match up education and training with employment.

Recognizing that the Cooperative Education experience is an important component of vocational training, expansion of more on-the-job training opportunities is highly recommended. This on-the-job training not only allows the student to develop specialized skills, but many times leads to a permanent position for the trainee.

RECOMMENDATIONS
1989 GRADUATE FOLLOW-UP

For those students who are not able to participate in the cooperative education programs, some alternatives are listed:

Develop a resource list of specialists from businesses who would be available to teach specific vocational skills.

Establish an agreement with various businesses to borrow equipment to be used in training.

Develop a resource list of retired business persons who would be willing to volunteer to share their skills and knowledge in the classroom as a public service.

Improve the articulation in terms of the transferrability of courses between GCC and UOG. This should be pursued and maintained.

The placement rates of graduates across all levels, i.e., Secondary, Postsecondary, Apprenticeship and Adult High School should be increased to at least 90 percent and maintained at that percent level. To achieve this, it is recommended that the College consider establishing a placement office.

GUAM COMMUNITY COLLEGE

1989

EMPLOYER SURVEY

J U N E 1 9 9 0

INTRODUCTION

The Employer Survey is the second phase of the follow-up study of 1989 graduates of the Guam Community College. Graduates assessment of the school and their training experiences was obtained in the first phase of the study. The second phase sought the employers' viewpoint on how well graduates performed on the job. Employer appraisal of graduates encompassed the areas of technical knowledge, work attitude and work quality.

The subjects of this survey were the employers of graduates working in related occupations for which they were trained. Follow-up data on the Apprenticeship Training graduates showed that 16 of the 20 graduates were working in occupations related to their training. Of the 248 Secondary graduates surveyed, 83 of the respondents indicated that they were working full-time or part-time in occupations related to their training. There were 62 graduates from the Postsecondary Certificate and Degree programs; of these Postsecondary graduates who responded to the survey, 29 were working full-time or part-time in occupations related to their training. Of the 69 Police and Fire Cycle graduates, 65 responded, with 100 percent of those respondents employed in fields related to their training. Graduates who entered the military service were not included in this second phase of the follow-up survey.

The universe of this study consisted of 16 employers of Apprenticeship Training graduates, 62 employers of Postsecondary certificate & Degree graduates (Police & Fire Academy graduates), and 83 employers of Secondary graduates. Employers of graduates who joined the military service and employers of graduates working in unrelated fields were not included in this study. Because the primary objective of the Adult High School Diploma Program is the attainment of a high school diploma and not occupational training, this group was not included in the Employer Survey.

OBJECTIVES OF THE STUDY

This phase of the follow-up study sought to answer the following questions:

1. What were the employer's impressions of the vocational training received by graduates?

2. How did employers rate students coming from vocational education programs as compared to those who did not go through such a program?

3. What suggestions did employers give relevant to improvement of vocational education programs?

THE SURVEY

The Employer Follow-up survey instrument (Appendix F) consists of two pages: (1) the front cover contains the name of the graduate, his/her employer and supervisor; (2) the second page is the survey instrument itself. The questionnaire contains a code used to identify the vocational education program and other information required for Federal reporting. No part of the code number contains student identifiers. The survey instrument used in this year's follow-up study was basically the same as the instrument used in previous years. The instruments were developed, pilot-tested and reviewed for validity and reliability.

All survey instruments were mailed out to the employers the last week of March, 1990. The names of the employers and their addressed were taken from the graduate follow-up returns. A second mailing was done three weeks later. Telephone follow-up was conducted to encourage prompt responses from employers.

These efforts yielded a return rate of 55 percent for Secondary program areas; 75 percent for Apprenticeship Employers; 76 percent for Associate Degree program employers; 57 percent for Postsecondary Certificate program employers; and 83 percent for the Police and Fire Cycles.

TABLE 25

DISTRIBUTION OF EMPLOYERS AND RESPONDENTS
BY PROGRAM
EMPLOYER SURVEY OF 1989 SECONDARY GRADUATES

PROGRAM	EMPLOYER	RESPONDENTS NUMBER	PERCENT
Accounting	6	3	50%
Air Conditioning/ Refrigeration	4	1	25%
Automotive Mechanic	10	6	60%
Autobody Repair	1	0	--
Building Construction	10	6	60%
Business Office Occupations	1	1	100%
Clerical	6	5	83%
Computer Science	12	6	50%
Cosmetology	1	0	--
Distributive Education	10	6	60%
Drafting	3	2	67%
Graphic Arts	7	2	29%
Technical Electronics	11	8	73%
Welding	1	0	--
TOTAL	83	46	55%

FINDINGS

1989 SECONDARY GRADUATES

Number of Employers and Respondents

TABLE 26, represents by vocational program the number of employers included in the survey and those who responded. Of 83 employers surveyed, 46 (55 percent) responded.

Aspects of Employment

The questionnaire survey data on employers' assessment of the graduates' preparedness for work are presented in this section of the study. The criteria used are Technical Knowledge, Work Attitude and Work Quality.

TABLE 26 presents the survey findings on how employers regarded the Secondary graduates on different aspects of their training. On a 5-point scale (shown below), ranging from "Very Good" to "Very Poor," the employers rated the graduates' on-the-job performance.

Very Good	Good	Average	Poor	Very Poor
5 pts.	4 pts.	3 pts.	2 pts.	1 pt.

These values (points) were used in obtaining the average for each item shown in Column 2 of TABLE 26. The percentage distribution of scores for each item is also given in TABLE 26.

TABLE 26

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON ASPECTS OF EMPLOYMENT
EMPLOYER SURVEY OF 1989 SECONDARY GRADUATES

Item	Average Points	Very Good (5 PTS)	Good (4 PTS)	Average (3 PTS)	Poor (2 PTS)	Very Poor (1 pt)	Total
Technical Knowledge	3.9	25%	58%	15%	2%	---	100%
Work Attitude	4.4	50%	48%	2%	---	---	100%
Work Quality	4.2	49%	37%	14%	---	---	100%
TOTAL	4.2	39%	54%	5%	2%	---	100%

Technical Knowledge

The employers' appraisal of the graduates' "Technical Knowledge" is an index of the quality and relevance of vocational programs to the demand of the labor market. Providing students with technical skills is a primary function of vocational education. The survey findings shown in TABLE 27 give a general indication of Secondary graduates' technical knowledge.

Eighty-three (83) percent of employers gave "Very Good" and "Good" ratings of graduates in regard to technical knowledge. Graduates from Clerial and Air Conditioning garnered the highest average points (4.8) with Accounting the second highest (4.7) and Automotive Mechanics, Distributive Education, Drafting and Graphic Arts receiving the third highest average points (4.0) from their employers.

Work Attitude

Graduates did very well when rated by their employers on their "Work Attitude." Of the employers, 98 percent gave the Secondary graduates "Very Good" or "Good" ratings in regard to their work attitude (TABLE 28). Graduates from the Computer Science program received the highest ratings (5.0), followed by Accounting and Building Construction (4.7).

Work Quality

TABLE 29 shows employer ratings on the quality of work for Secondary graduates. Employers gave graduates 86 percent ratings of "Very Good" and "Good" on their quality of work. The highest rating of 5.0 was received by the Computer Science program areas, followed by Clerical with and average point rating of 4.8.

Overall Rating

The survey included a section that asked the employer to measure the overall satisfaction with the employee/graduate. The employers thought 93 percent of the graduates had the skills related to the requirements of their jobs, giving them ratings of "Very Good" and
"Good" as shown in TABLE 30.

Relative Preparation

Employers were asked to compare the performance of Secondary graduates with the performance of peers who had not received similar training. Ninety-nine (99) percent of Secondary graduates were rated as "Better Prepared." Ratings of "Both are about the same" were given by only 1 percent for this questionnaire item. The average rating on a 5-point scale was 4.8 points (TABLE 31).

TABLE 27

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON "TECHNICAL KNOWLEDGE" BY PROGRAM
EMPLOYER SURVEY OF 1989 SECONDARY GRADUATES

PROGRAM		AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Accounting	3	4.7	71%	29%	---	---	---	100%
Air Conditioning/ Refrigeration	1	4.8	---	100%	---	---	---	100%
Automotive Mechanic	6	4.0	---	100%	---	---	---	100%
Autobody Repair	0	---	---	---	---	---	---	---
Building Construction	6	3.7	46%	36%	100%	18%	---	100%
Business Office Occupations	1	3.0	---	---	100%	---	---	100%
Clerical	5	4.8	83%	17%	---	---	---	100%
Computer Science	6	3.5	---	57%	43%	---	---	100%
Cosmetology	0	---	---	---	---	---	---	---
Distributive Education	6	4.0	---	100%	---	---	---	100%
Drafting	2	4.0	63%	---	37%	---	---	100%
Graphic Arts	2	4.0	---	100%	---	---	---	100%
Technical Electronics	8	3.5	---	57%	43%	---	---	100%
Welding	0	---	---	---	---	---	---	---
TOTAL:	46	3.9	25%	58%	15%	2%	---	100%

TABLE 28

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES ON "WORK ATTITUDE" BY PROGRAM EMPLOYER SURVEY OF 1989 SECONDARY GRADUATES

PROGRAM		AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Accounting	3	4.7	71%	29%	---	---	---	100%
Air Conditioning/ Refrigeration	1	4.0	---	100%	---	---	---	100%
Automotive Mechanic	6	4.0	---	100%	---	---	---	100%
Autobody Repair	0	---	---	---	---	---	---	---
Building Construction	6	4.7	71%	29%	---	---	---	100%
Business Office Occupations	1	3.0	---	---	100%	---	---	100%
Clerical	5	4.4	68%	18%	14%	---	---	100%
Computer Science	6	5.0	100%	---	---	---	---	100%
Cosmetology	0	---	---	---	---	---	---	---
Distributive Education	6	4.0	---	100%	---	---	---	100%
Drafting	2	4.0	---	100%	---	---	---	100%
Graphic Arts	2	4.5	56%	44%	---	---	---	---
Technical Electronics	8	4.5	56%	44%	---	---	---	100%
Welding	0	---	---	---	---	---	---	---
TOTAL:	46	4.4	50%	48%	2%	---	---	100%

TABLE 29

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON "WORK QUALITY" BY PROGRAM
EMPLOYER SURVEY OF 1989 SECONDARY GRADUATES

PROGRAM		AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Accounting	3	4.3	38%	62%	---	---	---	100%
Air Conditioning/ Refrigeration	1	4.0	---	100%	---	---	---	100%
Automotive Mechanic	6	4.0	---	100%	---	---	---	100%
Autobody Repair	0	---	---	---	---	---	---	---
Building Construction	6	4.3	38%	62%	---	---	---	100%
Business Office Occupations	1	3.0	---	---	100%	---	---	100%
Clerical	5	4.8	83%	17%	---	---	---	100%
Computer Science	6	5.0	100%	---	---	---	---	100%
Cosmetology	0	---	---	---	---	---	---	---
Distributive Education	6	3.0	---	---	100%	---	---	100%
Drafting	2	4.0	63%	---	37%	---	---	100%
Graphic Arts	2	4.0	63%	---	37%	---	---	100%
Technical Electronics	8	3.0	56%	44%	---	---	---	100%
Welding	0	---	---	---	---	---	---	---
TOTAL:	46	4.2	49%	37%	14%	---	---	100%

TABLE 30

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES ON "OVERALL RATING" BY PROGRAM EMPLOYER SURVEY OF 1989 SECONDARY GRADUATES

PROGRAM		AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Accounting	3	4.3	38%	62%	---	---	---	100%
Air Conditioning/ Refrigeration	1	4.0	---	100%	---	---	---	100%
Automotive Mechanic	6	4.0	---	100%	---	---	---	100%
Autobody Repair	0	---	---	---	---	---	---	---
Building Construction	6	3.7	46%	36%	---	18%	---	100%
Business Office Occupations	1	3.0	---	---	100%	---	---	100%
Clerical	5	4.8	83%	17%	---	---	---	100%
Computer Science	6	4.5	56%	44%	---	---	---	100%
Cosmetology	0	---	---	---	---	---	---	---
Distributive Education	6	4.0	---	100%	---	---	---	100%
Drafting	2	4.0	63%	---	37%	---	---	100%
Graphic Arts	2	3.5	---	57%	43%	---	---	100%
Technical Electronics	8	3.0	56%	44%	---	---	---	100%
Welding	0	---	---	---	---	---	---	---
TOTAL:	46	4.2	39%	54%	5%	2%	---	100%

TABLE 31

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES ON "RELATIVE PREPARATION" BY PROGRAM EMPLOYER SURVEY OF 1989 SECONDARY GRADUATES

PROGRAM	N	AVERAGE POINTS	INDIVIDUAL IS BETTER PREPARED (5 POINTS)	BOTH ARE ABOUT THE SAME (3 POINTS)	INDIVIDUAL IS LESS PREPARED (1 POINT)	TOTAL
Accounting	3	5.0	100%	---	---	100%
Air Conditioning/ Refrigeration	1	4.0	100%	---	---	100%
Automotive Mechanic	6	5.0	100%	---	---	100%
Autobody Repair	0	---	---	---	---	100%
Building Construction	6	3.7	91%	---	9%	100%
Business Office Occupations	1	5.0	100%	---	---	100%
Clerical	5	5.0	100%	---	---	100%
Computer Science	6	5.0	100%	---	---	100%
Cosmetology	0	---	---	---	---	---
Distributive Education	6	5.0	100%	---	---	100%
Drafting	2	5.0	100%	---	---	100%
Graphic Arts	2	5.0	100%	---	---	---
Technical Electronics	8	---	100%	---	---	---
Welding	0	---	---	---	---	---
TOTAL:	46	4.8	99%	---	1%	100%

A FIVE-YEAR TREND

SECONDARY GRADUATES
(1985-1989)

Employers appraised Secondary graduates on "Technical Knowledge," "Work Attitude," and "Work Quality." A comparison of graduates over five years from 1985-1989, indicates that graduates consistently received above-average ratings in all three questionnaire items. For "Technical Knowledge." graduates received average point ratings of 3.9 in 1989, 3.8 in 1988, 3.7 for 1987, 4.1 for 1986, and 3.9 for 1985. For "Work Attitude," the average point rating for 1989 was 4.4, for 1988 4.1, for 1987 3.7, for 1986 4.1, and for 1985 4.3. For "Work Quality," the average point ratings given for 1989 was 4.2, for 1988 was 4.1, for 1987 was 3.7; 4.1 in 1986 and 4.0 in 1985 (FIGURE 4).

EMPLOYER ASSESSMENT OF SECONDARY GRADUATES
TECHNICAL KNOWLEDGE, WORK ATTITUDE AND WORK QUALITY

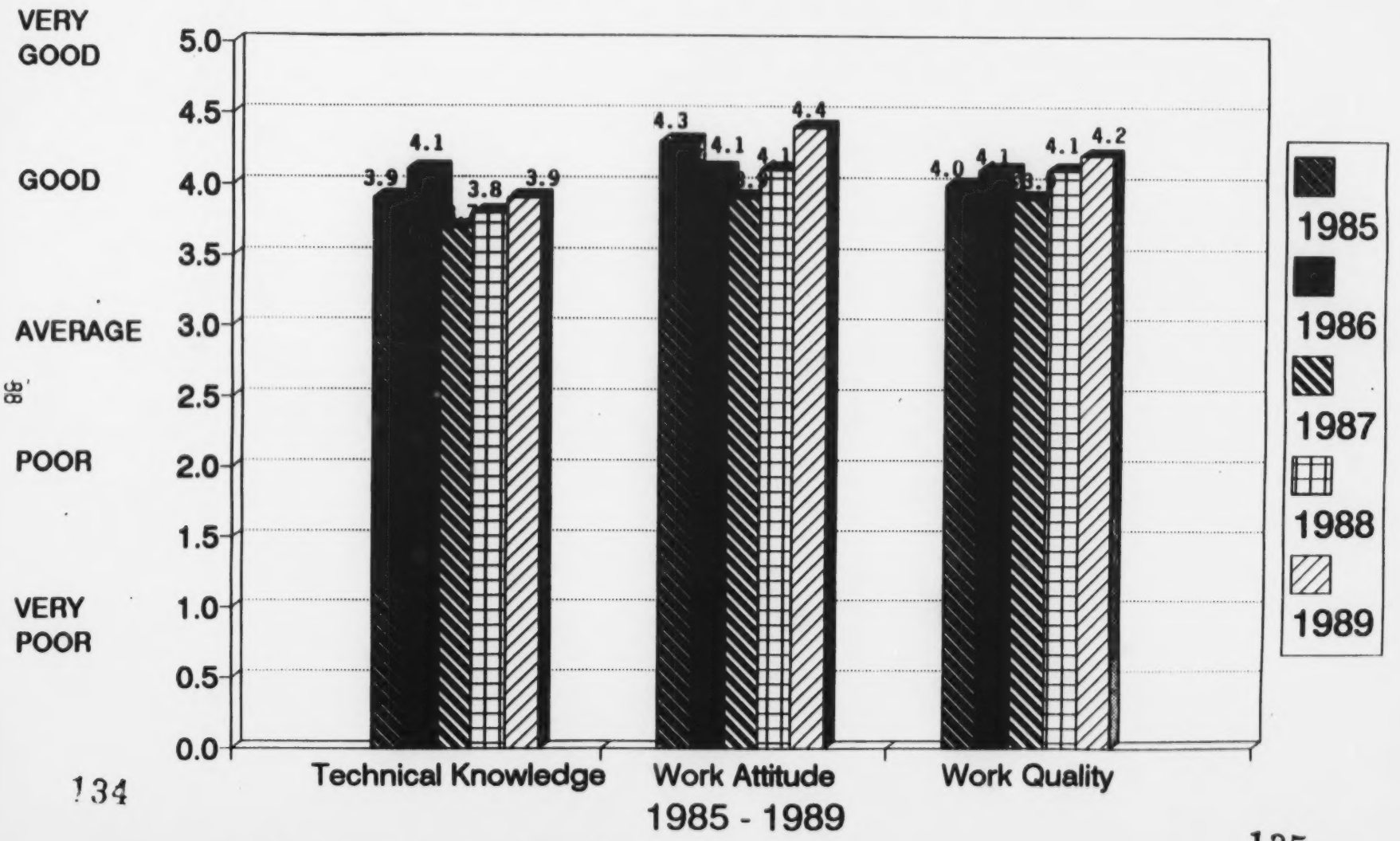

FIGURE 4. AVERAGE POINTS BASED ON 5-POINT SCALE

FINDINGS

1989 APPRENTICESHIP TRAINING GRADUATES

Number of Employers and Respondents

TABLE 32 presents the number of employers included in the survey and those who responded by vocational program. The overall rate of response was 75 percent.

TABLE 32

DISTRIBUTION OF EMPLOYERS AND RESPONDENTS
BY PROGRAM
EMPLOYER SURVEY OF 1989 APPRENTICESHIP PROGRAM GRADUATES

PROGRAM	EMPLOYER	RESPONDENTS	
		NUMBER	PERCENT
Carpenter	2	2	100%
Drafter (Architectural)	1	1	100%
Electrician (Wire Installer)	2	2	100%
Heavy Equipment Mechanic	2	2	100%
Housekeeper	1	1	100%
Masonry	4	3	75%
Pipefitter	1	1	100%
Plumber	2	0	--
Welder	1	0	--
TOTAL	16	12	75%

Aspects of Employment

The questionnaire asked employers to provide data on the graduates' preparedness for work. The criteria used were "Technical Knowledge," "Work Attitude," and "Work Quality."

TABLE 33 presents the survey findings on how employers regarded the Apprenticeship Training graduates on different aspects of their training. On a 5-point scale (shown below), ranging from "Very Good" to "Very Poor," the employers rated the graduates on-the-job performance.

Very Good	Good	Average	Poor	Very Poor
5 Pts.	4 Pts.	3 Pts.	2 Pts.	1 Pt.

These values (points) were used in obtaining the average of each item shown in Column 2 of TABLE 33. The percentage distribution of scores for each item was also given in TABLE 33.

TABLE 33

AVERAGE POINTS AND PERCENT DISTRIBUTION OF SCORES ON ASPECTS OF EMPLOYMENT, EMPLOYER SURVEY 1989 APPRENTICESHIP TRAINING GRADUATES

ITEM	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Technical Knowledge	4.3	38%	62%	---	---	---	100%
Work Attitude	4.1	41%	49%	6%	4%	---	100%
Work Quality	4.4	47%	53%	---	---	---	100%
TOTAL	4.4	42%	55%	2%	1%	---	100%

Technical Knowledge

In determining the quality and relevance of vocational programs to the demands of the labor market, employers were asked to appraise the graduates' "Technical Knowledge." The survey findings shown in TABLE 34 give an index of the Apprenticeship Training graduates' technical knowledge.

With regard to technical knowledge necessary for the job, 100 percent of the employers gave Apprenticeship Training graduates "Very Good" and "Good" ratings. The average rating was 4.3 with the majority (62%) receiving "Good" ratings in Technical Knowledge.

Work Attitude

Employers' ratings of Apprentices concerning "Work Attitude" averaged 4.1. Work attitudes of the majority (90%) of graduates were appraised as "Very Good", or "Good" (TABLE 35).

Work Quality

Employers' gave above average ratings on the quality of work of the Apprentices. One Hundred (100) percent of the employers rated the performance of the graduates as "Good" or "Very Good" with the majority (53%) receiving ratings of "Good" (TABLE 36).

Overall Rating

The employers gave "Very Good" and "Good" ratings for 100 percent of the Apprenticeship Program respondents working in fields related to their training. The overall average point rating was 4.3 (TABLE 37).

Relative Preparation

Employers were asked to compare the performance of Apprentice graduates with the performance of peers who had not received similar training. Ninety-three (93) percent of Apprenticeship graduates were rated as "Better Prepared." The average rating on a 5-point scale was 4.5 (TABLE 38).

Unemployment

None of the respondents in the survey of 1989 Apprenticeship Program completers were unemployed.

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TABLE 34

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON "TECHNICAL KNOWLEDGE" BY PROGRAM
EMPLOYER SURVEY OF 1989 APPRENTICESHIP TRAINING GRADUATES

PROGRAM		AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Carpenter	2	4.5	56%	44%	---	---	---	100%
Cement Masonary	3	4.0	---	100%	---	---	---	100%
Drafter (Architectural)	1	4.0	---	100%	---	---	---	100%
Electrician (Wire Installer)	2	4.5	56%	44%	---	---	---	100%
Heavy Equipment Mechanic	2	4.5	56%	44%	---	---	---	100%
Housekeeper	1	4.0	100%	---	---	---	---	100%
Pipefitter	1	4.0	---	100%	---	---	---	100%
TOTAL	12	4.3	38%	62%	---	---	---	100%

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TABLE 35

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON "WORK ATTITUDE" BY PROGRAM
EMPLOYER SURVEY OF 1989 APPRENTICESHIP TRAINING GRADUATES

PROGRAM		AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Carpenter	2	4.5	72%	---	---	28%	---	100%
Cement Masonary	3	4.0	38%	62%	---	---	---	100%
Drafter (Architectural)	1	3.0	---	---	100%	---	---	100%
Electrician (Wire Installer)	2	4.5	56%	44%	---	---	---	100%
Heavy Equipment Mechanic	2	4.0	---	100%	---	---	---	100%
Housekeeper	1	5.0	100%	---	---	---	---	100%
Pipefitter	1	4.0	---	100%	---	---	---	100%
TOTAL	12	4.1	41%	49%	6%	4%	---	100%

TABLE 36

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON "WORK QUALITY" BY PROGRAM
EMPLOYER SURVEY OF 1989 APPRENTICESHIP TRAINING GRADUATES

PROGRAM		AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Carpenter	2	5.0	56%	44%	---	---	---	100%
Cement Masonary	3	4.0	---	100%	---	---	---	100%
Drafter (Architectural)	1	5.0	100%	---	---	---	---	100%
Electrician (Wire Installer)	2	4.5	56%	44%	---	---	---	100%
Heavy Equipment Mechanic	2	4.5	56%	44%	---	---	---	100%
Housekeeper	1	5.0	100%	---	---	---	---	100%
Pipefitter	1	4.0	---	100%	---	---	---	100%
TOTAL	12	4.4	47%	53%	---	---	---	100%

TABLE 37

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON "OVERALL RATING" BY PROGRAM
EMPLOYER SURVEY OF 1989 APPRENTICESHIP TRAINING GRADUATES

PROGRAM		AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Carpenter	2	5.0	63%	---	37%	---	---	100%
Cement Masonary	3	4.5	56%	44%	---	---	---	100%
Drafter (Architectural)	1	4.0	---	100%	---	---	---	100%
Electrician (Wire Installer)	2	5.0	56%	44%	---	---	---	100%
Heavy Equipment Mechanic	2	5.0	56%	44%	---	---	---	100%
Housekeeper	1	5.0	100%	---	---	---	---	100%
Pipefitter	1	---	---	100%	---	---	---	100%
TOTAL	12	4.3	48%	46%	6%	---	---	100%

TABLE 38

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON "RELATIVE PREPARATION" BY PROGRAM
EMPLOYER SURVEY OF 1989 APPRENTICESHIP TRAINING GRADUATES

PROGRAM	N	AVERAGE POINTS	INDIVIDUAL IS BETTER PREPARED (5 POINTS)	BOTH ARE ABOUT THE SAME (3 POINTS)	INDIVIDUAL IS LESS PREPARED (1 POINT)	TOTAL
Carpenter	2	3.0	83%	---	17%	100%
Cement Masonary	3	5.0	100%	---	---	100%
Drafter (Architectural)	1	5.0	100%	---	---	100%
Electrician (Wire Installer)	1	5.0	100%	---	---	100%
Heavy Equipment Mechanic	2	5.0	100%	---	---	100%
Housekeeper	1	5.0	100%	---	---	100%
Pipefitter	1	3.0	---	100%	---	100%
TOTAL	13	5.6	93%	6%	1%	100%

A FIVE-YEAR TREND

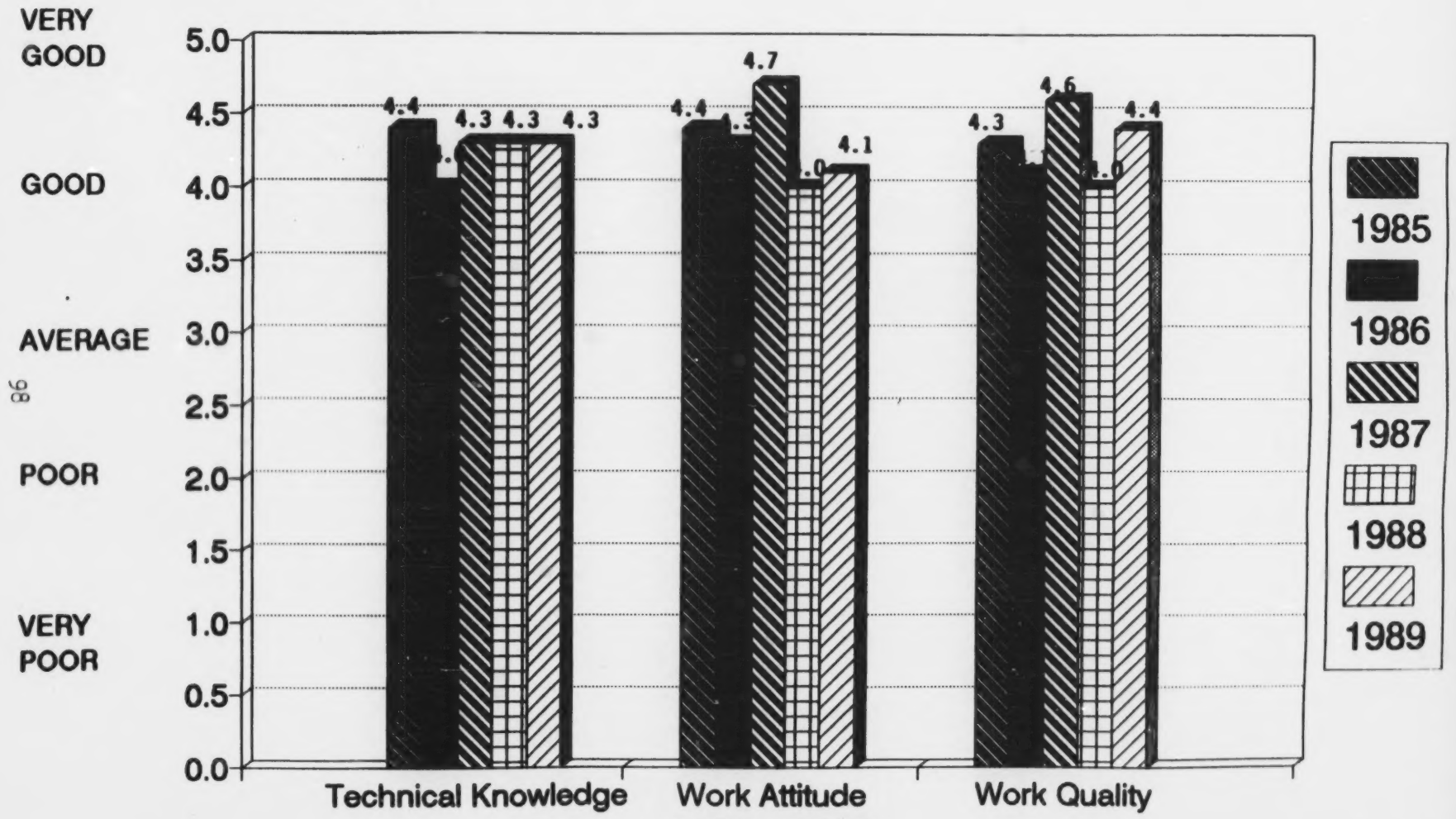
APPRENTICESHIP TRAINING GRADUATES
1985-1989

For five consecutive years, the employer appraisals on "Technical Knowledge," "Work Attitude." and "Work Quality" of Apprenticeship Training graduates have been above average. Ratings in these three areas from 1985-1989 are represented in FIGURE 5.

Employer assessment of Apprenticeship ratings for all three areas listed above were rated above 4.0. Employer assessment of Apprenticeship training graduates was 4.4 in 1985; in 1986, the highest average points were seen in "Work Attitude" (4.3); and in 1987, increase in ratings were given in areas of "Technical Knowledge," "Work Attitude" and "Work Quality." In 1988, employees gave highest ratings (4.3) in "Technical Knowledge."

Results of the 1989 graduate group indicate that employers continue to rate graduates as "Good" or "Very Good" in areas of "Technical Knowledge," "Work Attitude" and "Work Quality," with highest average points received in the area of Work Quality (4.4) and "Technical Knowledge" (4.3).

EMPLOYER ASSESSMENT OF APPRENTICESHIP TRAINING GRADUATES
TECHNICAL KNOWLEDGE, WORK ATTITUDE AND WORK QUALITY



1985 - 1989

FIGURE 5. AVERAGE POINTS BASED ON A 5-POINT SCALE

FINDINGS

1989 POSTSECONDARY GRADUATES

Number of Employers and Respondents

TABLE 39 represents the number of employers included in the survey and those who responded by program; 71 percent of the Degree & Certificate graduates' employers responded to the survey.

Aspects of Employment

Employers were asked to rate the postsecondary graduates' "Technical Knowledge," "Work Attitude," and "Work Quality."

TABLES 40, 41, 42, and 43 present the survey findings on the graduates' preparedness for work. The different aspects of their training were rated on a 5-point scale as shown below, ranging from "Very Good" to "Very Poor."

Very Good	Good	Average	Very Poor	Poor
(5 Pts.)	(4 Pts.)	(3 Pts.)	(2 Pts.)	(1 Pt.)

These values (points) were used in obtaining the average for each item shown in Column 2 of the tables. The percentage distribution of scores of each item was also given in TABLES 41, 42, and 43.

Technical Knowledge

To collect data about the relevance and quality of the training programs, the employers were asked to assess the graduates' "Technical Knowledge" for postsecondary graduates as shown in TABLE 41. One Hundred (100) percent of the employers gave "Very Good" and "Good" ratings for Postsecondary Degree and Certificate graduates; Eighty-six (86) percent of employers gave "Very Good" ratings for Police and Fire Cycle graduates.

For graduates who earned an ASSOCIATE DEGREE OR CERTIFICATE, the highest average points (5.0) were in the areas of Associate of Science, Office Administration, Fire Service Administration and Law Enforcement Administration. The total average points earned in the area of "Technical Knowledge" was 4.7. For Police and Cycle completers, the total average points earned in the area of "Technical Knowledge" was 4.9.

TABLE 39

DISTRIBUTION OF EMPLOYERS AND RESPONDENTS
BY PROGRAM
EMPLOYER SURVEY OF 1989 POSTSECONDARY GRADUATES

PROGRAM	NUMBER OF EMPLOYERS	RESPONDENTS NUMBER	RESPONDENTS PERCENT
ASSOCIATE OF ARTS:			
Office Administration	3	1	33%
ASSOCIATE OF SCIENCE:			
Accounting	1	0	--
Automotive Technology (Automobile)	0	0	--
Civil Engineering Technology	0	0	--
Food and Beverage Operations	0	0	--
Electronics Engineering Technology	2	2	100%
Civil Engineering (Construction)	1	0	100%
Computer Science	5	3	60%
Hotel Operations	1	1	100%
Supervision and Management	1	1	100%
Administration of Criminal Justice	1	1	100%
Fire Service Administration	2	2	100%
Law Enforcement Administration	5	5	100%
TOTAL (ASSOCIATE DEGREES)	21	16	76%

TABLE 39 (Continued)

DISTRIBUTION OF EMPLOYERS AND RESPONDENTS
BY PROGRAM
EMPLOYER SURVEY OF 1989 POSTSECONDARY GRADUATES

PROGRAM	NUMBER OF EMPLOYER	RESPONDENTS NUMBER	RESPONDENTS PERCENT
CERTIFICATES			
Accounting Clerk	1	1	100%
Air Conditioning/Refrigeration	2	1	50%
Automotive Technology (Automobile)	1	0	--
Computer Science	1	1	100%
Electronic Engineering Technology	2	1	50%
Carpentry	0	0	--
Hotel Operations	0	0	--
TOTAL (CERTIFICATES)	7	4	57%
TOTAL (ASSOCIATE DEGREES AND CERTIFICATES)	28	20	71%

TABLE 40

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES ON "ASPECTS OF EMPLOYMENT" EMPLOYER SURVEY OF 1989 POSTSECONDARY GRADUATES

Certificate & Associate Degree Graduates

ITEM	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Technical Knowledge	4.7	74%	26%	---	---	---	100%
Work Attitude	4.6	71%	26%	---	---	---	100%
Work Quality	4.5	78%	22%	---	---	---	100%

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES ON "ASPECTS OF EMPLOYMENT" EMPLOYER SURVEY OF 1989 POSTSECONDARY GRADUATES

Criminal Justice Academy Graduates
(Police & Fire Cycles)

ITEM	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Technical Knowledge	4.9	86%	14%	---	---	---	100%
Work Attitude	4.3	77%	23%	---	---	---	100%
Work Quality	4.9	88%	12%	---	---	---	100%

TABLE 41

AVERAGE POINTS AND PERCENT DISTRIBUTION OF SCORES
ON "TECHNICAL KNOWLEDGE" BY PROGRAM
EMPLOYER SURVEY OF 1989 POSTSECONDARY GRADUATES

PROGRAM		AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
ASSOCIATE OF ARTS:								
Office Administration	1	5.0	100%	-				
--	---		---	---	100%			
ASSOCIATE OF SCIENCE:								
Accounting	0	---	---	---	---	---	---	---
Automotive Technology (Automobile)	0	---	---	---	---	---	---	---
Civil Engineering Technology	0	---	---	---	---	---	---	---
Food and Beverage Operation	0	---	---	---	---	---	---	---
Electronics Engineering Technology	2	4.5	56%	44%	---	---	---	100%
Civil Engineering (Construction)	0	---	---	---	---	---	---	---
Computer Science	3	4.7	71%	29%	---	---	---	100%
Hotel Operations	1	4.0	100%	---	---	---	---	100%
Supervision and Management	1	4.0	---	100%	---	---	---	100%
Administration of Criminal Justice	1	4.0	---	100%	---	---	---	100%
Fire Service Administration	2	5.0	100%	---	---	---	---	100%

TABLE 41 (Continued)

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON "TECHNICAL KNOWLEDGE" BY PROGRAM
EMPLOYER SURVEY OF 1989 POSTSECONDARY GRADUATES

PROGRAM		AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Law Enforcement Administration	5	5.0	100%	---	---	---	---	100%
Sub-Total: (ASSOC. DEGREES)	16	4.7	73%	27%	---	---	---	100%
CERTIFICATES								
Accounting Clerk	1	5.0	100%	---	---	---	---	100%
Air Conditioning/ Refrigeration	1	5.0	100%	---	---	---	---	100%
Automotive Technology (Automobile)	0	---	---	---	---	---	---	---
Computer Science	1	4.0	---	100%	---	---	---	100%
Electronic Engineering Technology	1	5.0	100%	---	---	---	---	100%
Carpentry	0	---	---	---	---	---	---	---
Hotel Operation	0	---	---	---	---	---	---	---
Sub-Total: (CERTIFICATES)	4	4.8	79%	21%	---	---	---	100%
TOTAL: (DEGREES & CERTIFICATES)	20	4.7	74%	26%	---	---	---	100%

TABLE 41 (Continued)

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON "TECHNICAL KNOWLEDGE" BY PROGRAM
EMPLOYER SURVEY OF 1989 POSTSECONDARY GRADUATES

PROGRAM	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
CRIMINAL JUSTICE ACADEMY:							
29th Police Cycle	4.8	81%	19%	---	---	---	100%
11th Cycle	4.9	93%	12%	---	---	---	100%
TOTAL	4.9	86%	14%	---	---	---	100%

Work Attitude

Postsecondary graduates did very well when rated by their employers on their "Work Attitude." Ninety-seven (97) percent of the employers gave "Very Good" and "Good" ratings for Postsecondary Degree and Certificate graduates in this area; One Hundred (100) percent of the employers gave "Very Good" and "Good" ratings for Police and Fire Cycle graduates (TABLE 42).

For graduates who earned an Associate Degree or Certificate, the highest average points (5.0) were in areas of Supervision and Management, and Fire Service Administration. The total average points earned in the area of "Work Attitude" was 4.6. For Police and Fire Cycle completers, the total average points earned in the area of "Work Attitude" was 4.3.

Work Quality

Employers gave positive ratings on the "Quality of Work" of Postsecondary graduates. One Hundred (100) percent of the employers rated the performance of Associate Degree Graduates as "Very Good" and "Good." For graduates of the Police and Fire Cycles, Eighty-eight (88) percent received ratings of "Very Good" (TABLE 43).

For graduates who earned an Associate Degree, the highest average points (5.0) were in areas of Supervision and Management, Fire Service Administration, and Law Enforcement Administration. The total average points earned for Associate Degree and Certificate completers in the area of "Work Attitude" was 4.5. For Police and Fire Cycle completers, the total average points earned in the area of "Work Attitude" was 4.9.

Overall Rating

Employers gave an overall rating of 4.5 points for Postsecondary Degree and Certificate Graduates and an overall rating of 4.7 points for Police and Fire Cycle graduates. Of the Postsecondary Associate Degree Graduates the areas of Civil Engineering Technology, Hotel Operations, and Administration of Criminal Justice had the highest point ratings of 5.0 (TABLE 44). Employers rated Postsecondary Degree and Certificate graduates with 100 percent receiving ratings of "Very Good" and "Good," and 7 percent rated "Average."

Relative Preparation

This section of the survey asked the employer to compare the graduates of vocational and technical programs with peers who had not received similar training. The majority (99 percent) of the employers who responded, indicated that the postsecondary vocationally trained graduates were better prepared.

Criminal Justice Academy (Police and Fire) graduates were rated by their employers for "Relative Preparation" with responses indicating 100 percent were better prepared (TABLE 45).

TABLE 42

AVERAGE POINDS AND PERCENTAGE DISTRIBUTION OF SCORES
ON "WORK ATTITUDE" BY PROGRAM
EMPLOYER SURVEY OF 1989 POSTSECONDARY GRADUATES

PROGRAM		AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
ASSOCIATE OF ARTS:								
Office Administration	1	4.0	---	100%	---	---	---	100%
ASSOCIATE OF SCIENCE:								
Accounting	0	---	---	---	---	---	---	---
Automotive Technology (Automobile)	0	---	---	---	---	---	---	---
Civil Engineering Technology	0	---	---	---	---	---	---	---
Food and Beverage Operation	0	---	---	---	---	---	---	---
Electronics Engineering Technology	2	4.0	63%	---	37%	---	---	100%
Civil Engineering (Construction)	0	---	---	---	---	---	---	---
Computer Science	3	4.7	71%	29%	---	---	---	100%
Hotel Operations	1	4.0	---	100%	---	---	---	100%
Supervision and Management	1	5.0	100%	---	---	---	---	---
Administration of Criminal Justice	1	4.0	---	100%	---	---	---	100%
Fire Service Administration	2	5.0	100%	---	---	---	---	100%

TABLE 42 (Continued)

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON "WORK ATTITUDE" BY PROGRAM
EMPLOYER SURVEY OF 1989 POSTSECONDARY GRADUATES

PROGRAM		AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Law Enforcement Administration	5	4.6	65%	35%	---	---	---	100%
Sub-Total: (ASSOC. DEGREES)	16	4.5	63%	33%	4%	---	---	100%
CERTIFICATES								
Accounting Clerk	1	5.0	100%	---	---	---	---	100%
Air Conditioning/ Refrigeration	1	5.0	100%	---	---	---	---	---
Automotive Technology (Automobile)	0	---	---	---	---	---	---	---
Computer Science	1	5.0	100%					
Electronic Engineering Technology	1	5.0	100%	---	---	---	---	---
Carpentry	0	---	---	---	---	---	---	---
Hotel Operation	0	---	---	---	---	---	---	---
Sub-Total: (CERTIFICATES)	4	5.0	100%	---	---	---	---	100%
TOTAL: (DEGREES & CERTIFICATES)	20	4.6	71%	26%	3%	---	---	100%

TABLE 42 (Continued)

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON "WORK ATTITUDE" BY PROGRAM
EMPLOYER SURVEY OF 1989 POSTSECONDARY GRADUATES

PROGRAM	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
CRIMINAL JUSTICE ACADEMY:							
29th Police Cycle	4.6	63%	37%	---	---	---	100%
11th Cycle	4.1	18%	82%	---	---	---	100%
TOTAL	4.3	77%	23%	---	---	---	100%

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TABLE 43

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORS
ON "WORK QUALITY" BY PROGRAM
EMPLOYER SURVEY OF 1989 POSTSECONDARY GRADUATES

PROGRAM		AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
ASSOCIATE OF ARTS:								
Office Administration	1	4.0	---	100%	---	---	---	100%
ASSOCIATE OF SCIENCE:								
Accounting	0	---	---	---	---	---	---	---
Automotive Technology (Automobile)	0	---	---	---	---	---	---	---
Civil Engineering Technology	1	---	---	---	---	---	---	---
Food and Beverage Operation	0	---	---	---	---	---	---	---
Electronics Engineering Technology	2	4.5	56%	44%	---	---	---	100%
Civil Engineering (Construction)	0	---	---	---	---	---	---	---
Computer Science	3	4.7	71%	29%	---	---	---	100%
Hotel Operations	1	4.0	---	100%	---	---	---	100%
Supervision and Management	1	5.0	100%	---	---	---	---	
Administration of Criminal Justice	1	4.0	---	100%	---	---	---	100%
Fire Service Administration	2	5.0	100%	---	---	---	---	100%

TABLE 43 (Continued)

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON "WORK QUALITY" BY PROGRAM
EMPLOYER SURVEY OF 1989 POSTSECONDARY GRADUATES

PROGRAM		AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Law Enforcement Administration	5	5.0	100%	---	---	---	---	100%
Sub-Total: (ASSOC. DEGREES)	16	4.4	71%	29%	---	---	---	100%
CERTIFICATES								
Accounting Clerk	1	5.0	100%	---	---	---	---	100%
Air Conditioning/ Refrigeration	1	5.0	100%	---	---	---	---	100%
Automotive Technology (Automobile)	0	---	---	---	---	---	---	---
Computer Science	1	5.0	100%	---	---	---	---	100%
Electronic Engineering Technology	1	5.0	100%	---	---	---	---	---
Carpentry	0	---	---	---	---	---	---	---
Hotel Operation	0	---	---	---	---	---	---	---
Sub-Total: (CERTIFICATES)	4	5.0	100%	---	---	---	---	100%
TOTAL: (DEGREES & CERTIFICATES)	20	4.5	78%	22%	---	---	---	100%

TABLE 43 (Continued)

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON "WORK QUALITY" BY PROGRAM
EMPLOYER SURVEY OF 1989 POSTSECONDARY GRADUATES

PROGRAM	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
CRIMINAL JUSTICE ACADEMY:							
29th Police Cycle	4.8	87%	13%	---	---	---	100%
11th Cycle	4.9	88%	12%	---	---	---	100%
TOTAL	4.9	88%	12%	---	---	---	100%

TABLE 44

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON "OVERALL RATING" BY PROGRAM
EMPLOYER SURVEY OF 1989 POSTSECONDARY GRADUATES

PROGRAM		AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
ASSOCIATE OF ARTS:								
Office Administration	1	5.0	100%	---	---	---	---	100%
ASSOCIATE OF SCIENCE:								
Accounting	0	---	---	---	---	---	---	---
Automotive Technology (Automobile)	0	---	---	---	---	---	---	---
Civil Engineering Technology	0	---	---	---	---	---	---	---
Food and Beverage Operation	0	---	---	---	---	---	---	---
Electronics Engineering Technology	2	4.5	56%	44%	---	---	---	100%
Civil Engineering (Construction)	0	---	---	---	---	---	---	---
Computer Science	3	4.7	71%	29%	---	---	---	100%
Hotel Operations	1	4.0	---	100%	---	---	---	100%
Supervision and Management	1	4.0	---	100%	---	---	---	---
Administration of Criminal Justice	1	4.0	---	100%	---	---	---	100%
Fire Service Administration	2	5.0	100%	---	---	---	---	100%

TABLE 44 (Continued)

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON "OVERALL RATING" BY PROGRAM
EMPLOYER SURVEY OF 1989 POSTSECONDARY GRADUATES

PROGRAM		AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Law Enforcement Administration	5	4.8	83%	17%	---	---	---	100%
Sub-Total: (ASSOC. DEGREES)	16	4.3	65%	35%	---	---	---	100%
CERTIFICATES								
Accounting Clerk	1	5.0	100%	---	---	---	---	100%
Air Conditioning/ Refrigeration	1	5.0	100%	---	---	---	---	100%
Automotive Technology (Automobile)	0	---	---	---	---	---	---	---
Computer Science	1	5.0	100%	---	---	---	---	100%
Electronic Engineering Technology	1	5.0	100%	---	---	---	---	100%
Carpentry	0	---	---	---	---	---	---	---
Hotel Operation	0	---	---	---	---	---	---	---
Sub-Total: (CERTIFICATES)	4	5.0	100%	---	---	---	---	100%
TOTAL: (DEGREES & CERTIFICATES)	20	4.5	73%	27%	---	---	---	100%

TABLE 44 (Continued)

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON "OVERALL RATING" BY PROGRAM
EMPLOYER SURVEY OF 1989 POSTSECONDARY GRADUATES

PROGRAM	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
CRIMINAL JUSTICE ACADEMY:							
29th Police Cycle	4.4	52%	48%	---	---	---	100%
11th Cycle	4.9	88%	12%	---	---	---	100%
TOTAL	4.7	73%	27%	---	---	---	100%

TABLE 45

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES ON "RELATIVE PREPARATION" BY PROGRAM EMPLOYER SURVEY OF 1989 POSTSECONDARY GRADUATES

PROGRAM	N	AVERAGE POINTS	INDIVIDUAL IS BETTER PREPARED (5 POINTS)	BOTH ARE ABOUT THE SAME (3 POINTS)	INDIVIDUAL IS LESS PREPARED (1 POINT)	TOTAL
ASSOCIATE OF ARTS:						
Office Administration	1	5.0	100%	---	---	100%
ASSOCIATE OF SCIENCE:						
Accounting	0	---	---	---	---	---
Automotive Technology (Automobile)	0	---	---	---	---	---
Civil Engineering Technology	0	---	---	---	---	---
Food and Beverage Operation	0	---	---	---	---	---
Electronics Engineering Technology	2	5.0	100%	---	---	100%
Civil Engineering (Construction)	0	---	---	---	---	---
Computer Science	3	5.0	100%	---	---	100%
Hotel Operations	2	5.0	100%	---	---	100%
Supervision and Management	1	5.0	100%	---	---	100%
Administration of Criminal Justice	1	5.0	100%	---	---	100%
Fire Service Administration	2	5.0	100%	---	---	100%
Law Enforcement Administration	2	5.0	100%	---	---	100%
Sub-Total: (ASSOC. DEGREES)	16	5.0	100%	---	---	100%

TABLE 45 (Continued)

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON "RELATIVE PREPARATION" BY PROGRAM
EMPLOYER SURVEY OF 1989 POSTSECONDARY GRADUATES

PROGRAM	N	AVERAGE POINTS	INDIVIDUAL IS BETTER PREPARED (5 POINTS)	BOTH ARE ABOUT THE SAME (3 POINTS)	INDIVIDUAL IS LESS PREPARED (1 POINT)	TOTAL
CERTIFICATES						
Accounting Clerk	1	5.0	100%	---	---	100%
Air Conditioning/ Refrigeration	1	5.0	100%	---	---	100%
Automotive Technology (Automobile)	0	---	---	---	---	---
Computer Science	1	5.0	100%	---	---	100%
Electronic Engineering Technology	1	"No basis for comparison" (1%)				
Carpentry	0	---	---	---	---	---
Hotel Operation	0	---	---	---	---	---
Sub-Total: (CERTIFICATES)	4	5.0	100%	---	---	100%
TOTLA: (DEGREES & CERTIFICATES	20	4.8	99%	---	---	100%

TABLE 45 (Continued)

AVERAGE KPOINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON "RELATIVE PREPARATION" BY PROGRAM
EMPLOYER SURVEY OF 1989 POSTSECONDARY GRADUATES

PROGRAM	AVERAGE POINTS	INDIVIDUAL IS BETTER PREPARED (5 POINTS)	BOTH ARE ABOUT THE SAME (3 POINTS)	INDIVIDUAL IS LESS PREPARED (1 POINT)	TOTAL
CRIMINAL JUSTICE ACADEMY:					
29th Police Cycle	4.7	93%	5%	---	100%
11th Fire Cycle	5.0	100%	---	---	100%

COMMENTS AND RECOMMENDATIONS GIVEN BY EMPLOYERS

1989 EMPLOYER SURVEY

The Employer Survey asked the question: "What suggestions do you have for improving the technical and/or personal skills of vocational education students who will be hired by your firm?" This question was posed to the immediate supervisors of the vocational completers who were employed in fields related to the training they received at Guam Community College. The following responses/suggestions were given:

-Students should be well versed within their specialty area(s);

-Know specific skills related to the job;

-Good personal skills;

-Ability to handle customers;

-Pleasant personality;

-Able to work well with other employees;

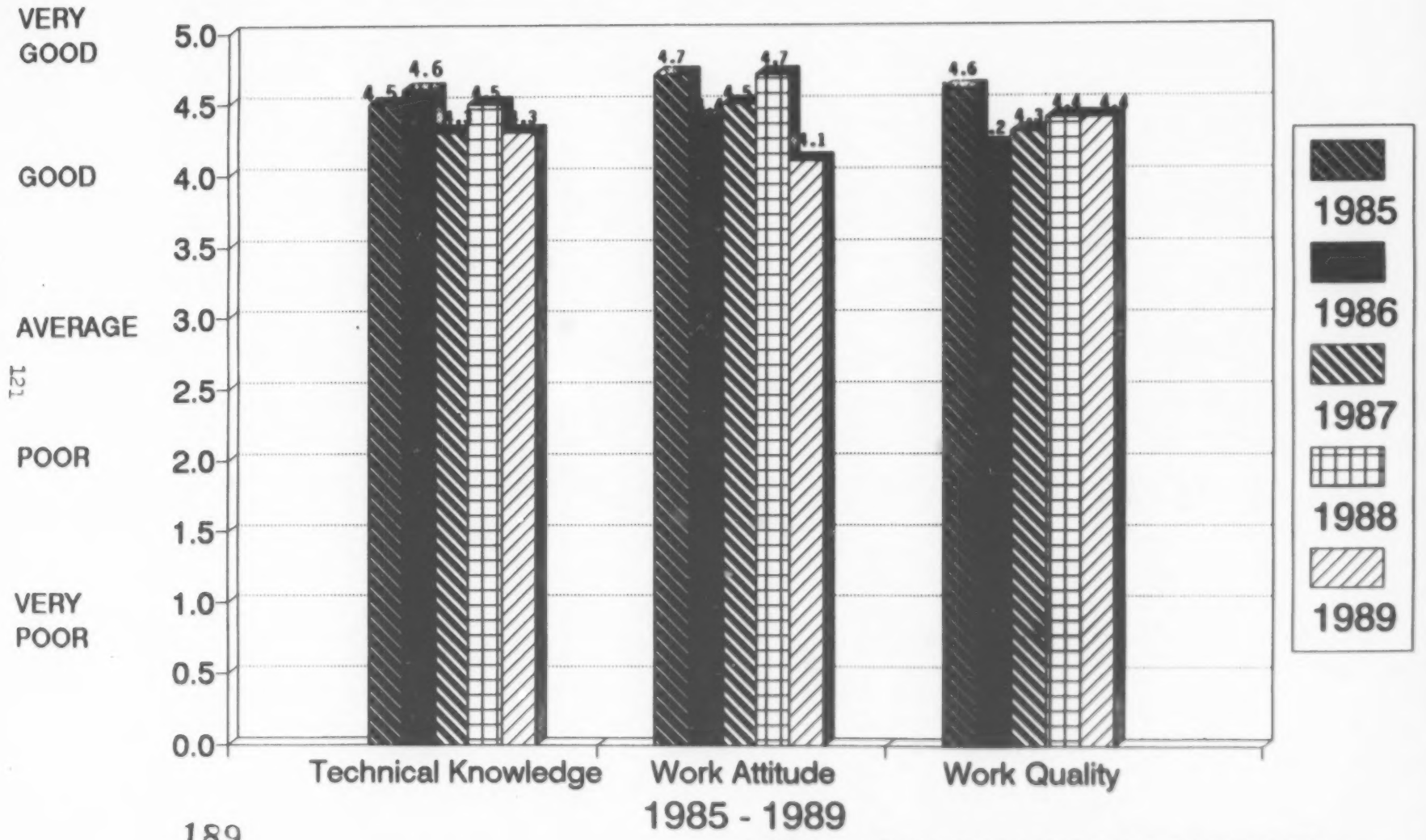
-Supervisory and management skills.

A FIVE YEAR TREND

POSTSECONDARY GRADUATES
1985-1989

Over a five-year period (1985-1989), the employers appraised the "Technical Knowledge," "Work Attitude," and "Work Quality" of postsecondary graduates as above average. On a five-point scale, the performance of the graduates of Guam Community College was consistently rated by employers as 4.0 and above from 1985-1989 (FIGURE 6).

EMPLOYER ASSESSMENT OF POSTSECONDARY GRADUATES
TECHNICAL KNOWLEDGE, WORK ATTITUDE AND WORK QUALITY



1985 - 1989

FIGURE 6. AVERAGE POINTS BASED ON A 5-POINT SCALE

FOLLOW-UP OF 1989 GRADUATES
EMPLOYER SURVEY

SUMMARY AND RECOMMENDATIONS

Only those 1989 graduates of Guam Community College whose full-time or part-time employment was in fields related to their training were followed up through the Employer Survey.

Information compilation of employer satisfaction is an important component in the assessment of effective vocational education. The collection of data which presents the employers' viewpoints is a vital tool for program improvement.

The results of this survey have continued to indicate that employers are generally satisfied with the performance of graduates of Guam Community College vocational-technical education programs. The majority of the employers found the graduates reasonably well prepared for work. Most employers felt that Guam Community College graduates had above average skills necessary for the jobs they performed. In addition, employers rated the majority of graduates surveyed as above average in "Technical Knowledge," "Work Quality" and "Work Attitude."

Performance by employees who had received vocational training when compared with peers who had not, were rated as "Better Prepared" by the majority of employers who responded to the survey.

As a result of this study, the following recommendations are given:

1. Continue emphasis on related academic skills in all curricula.

2. Stress development of employability skills such as development of programs which promote initiative, motivation, dependability, neatness and interpersonal skills. Additional emphasis should be placed on continuing education in Vocational and technical programs.

3. Curriculum planners and developers should continue to review curricula on a continuing basis to ensure its relevance to the job market with concerted efforts to remain updated in new developments in state-of-the art technology.

APPENDICES

Guam Community College

"Accredited by the Western Association of Schools and Colleges"

OFFICE OF THE PRESIDENT
Telephone: 734-4311

P. O. Box 23069 Guam Main Facility Guam, 96921

PURPOSE:
This Survey is a follow-up of the Guam Community College Graduates and former students. Information provided will be used to improve vocational education programs and student services.

INSTRUCTIONS:

1. Please read and complete each question carefully. Check or supply answers as accurately as possible.
2. Mail your complete questionnaire in the envelope provided. We would appreciate your returning the survey as soon as possible. Thank you for your cooperation.

_____
(Last Name) (First) (Middle)

_____ _____
(Mailing Address) (Phone Number)
If none, please provide phone number(s) where you can be reached or can receive messages.

PART A.

1. Are you a Graduate of Vocational High School or any other Division of Guam Community College? [ ] YES [ ] NO
2. If you are a Graduate, which Diploma/Certificate did you receive? Check one and fill in the blank with your field of training, (that is, the specific trade, occupational preparation or vocational program):
   - [ ] High School Diploma _____ (Example: Auto Mechanics)
   - [ ] Journeyman Certificate _____ (Example: Carpenter)
   - [ ] Associate Degree _____ (Example: Computer Science)
   - [ ] Occupational Certificate _____ (Example: Electronics)
   - [ ] Other Certificate _____ (Example: Law Enforcement)
   - [ ] Adult High School Diploma
3. Ethnic-Racial Heritage:
   - [ ] American Indian/Alaskan Native
   - [ ] Black, Not Hispanic
   - [ ] White, Not Hispanic
   - [ ] Chamorro
   - [ ] Hispanic
   - [ ] Micronesian
   - [ ] Filipino
   - [ ] Other _____ Please Specify
4. SEX [ ] MALE [ ] FEMALE Your Social Security No.:_____
   Your Date of Birth: _____

PART B.

5A. What is your current education status (check one):
   - [ ] Currently attending full-time
   - [ ] Currently attendting part-time
   - [ ] Currently not in school

5B. If you are continuing your education, which school/college and what major course of study are you currently enrolled in?

_____
(Example: UOG, Marine Biology)

BEST COPY AVAILABLE

6. Employment Status (check one):
   [ ] Employed (Includes all employment, even if below your qualification)
      [ ] Full-time [ ] Part-time
   [ ] Full-time military service, Branch _____
   [ ] Unemployed (Not employed, but actively seeking employment)
   [ ] Not in the Labor Force (Not employed and not seeking employment because of choice, illness, full-time student status, retirement, or other such reasons)

NOTE: If currently unemployed; please skip questions 7 to 14 and answer only question 15.

7A. Please provide the following information about your present job:
Name of company or firm (If self-employed, please write self):

_____

Employer's mailing address and telephone number(s):

_____

Name of immediate Supervisor: _____
Type of Business: _____
Your job title and brief description of duties performed:

_____

_____

8. Is this job related to your field of vocational training?
   [ ] Yes, it is directly or closely related
   [ ] No, it is only remotely related
   [ ] Not related at all

9. Current gross salary (your hourly rate of pay): $_____ per hour

10. The salary in the preceding item is based on how many hours per week employed?

_____
(Example: 40-hrs. wk/eq.)

PART C.

11. Did your training at the Guam Community College help you get a job?
   [ ] YES [ ] NO

12. If your answer is "YES" are you satisfied with your present job?
   [ ] YES [ ] NO

13. Did your experience in Coop. Ed. on-the-job training help you find a job?
   [ ] YES [ ] NO Not Under Co-op [ ]

14. Please rate the help your training in school/college gave you in the following areas: (check only one per each item)

	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL
A. Skills related to the job	[ ]	[ ]	[ ]	[ ]
B. Use of tools/equipment	[ ]	[ ]	[ ]	[ ]
C. Use of safety devices and safety measures	[ ]	[ ]	[ ]	[ ]
D. Communication skills (reading/writing)	[ ]	[ ]	[ ]	[ ]
E. Mathematic skills	[ ]	[ ]	[ ]	[ ]
F. Planning and Organizing (work/time)	[ ]	[ ]	[ ]	[ ]
G. Getting along with co-workers	[ ]	[ ]	[ ]	[ ]
H. Thinking through problems (Using good judgment/making decisions)	[ ]	[ ]	[ ]	[ ]

15. What additional skills, courses or activities would have been valuable or useful in your present job or schooling?

_____

_____

_____

16. Comments/recommendations regarding your school/training:

_____

_____

_____

THIS SURVEY IS AUTHORIZED BY THE CARL PERKINS VOCATIONAL EDUCATION ACT OF 1984 (PUBLIC LAW 98-524) AND THE GUAM COMMUNITY COLLEGE ACT OF 1977 (PUBLIC LAW 14-77).

BEST COPY AVAILABLE

Guam Community College

'Accredited by the Western Association of Schools and Colleges'

APPENDIX B

Office of the State Agency for Vocational and Adult Education
Telephone: (671) 734-4311, ext. 408/204
ADVOCNET: AV06527 FAX: (671) 734-5238
P.O. Box 23069 Guam Community College Guam, 96921

John T. Cruz
State Director

Joaquin S. Pangelinan
Assistant State Director

Your College is conducting a Follow-up Survey of its 1989 graduates and former students. Results of this survey will help the College to assess the effectiveness of its curriculum and to plan for new programs.

We request your cooperation in responding to the enclosed questionnaire. Information you provide will be kept strictly confidential and will be used for research purposes only. If you are currently employed in a field related to the area of vocational training you received, a follow-up letter will also be sent to your employer.

Please mail your completed questionnaire in the enclosed self-addressed, stamped envelope. If you have any questions about the survey, please call Margaret Reyes at 734-4311, ext. 408.

Thank you for assisting us in improving vocational-technical programs.

Sincerely

JOHN T. CRUZ
President

Enclosures

Guam Community College

'Accredited by the Western Association of Schools and Colleges'

APPENDIX C

Office of the State Agency
for Vocational and Adult Education

Telephone: (671) 734-4311, ext. 408/204
ADVOCNET: AV06527 FAX: (671) 734-5238

P.O. Box 23069 | Guam Community College | Guam, 96921

John T. Cruz
State Director

Joaquin S. Pangelinan
Assistant State Director

Last month we sent a follow-up survey to you as a 1989 postsecondary graduate of the Guam Community College. To date, we have not received your response. We would appreciate it if you would fill out the enclosed questionnaire and mail it back to us as soon as possible. The success of this survey greatly depends upon you cooperation.

Enclosed is a self-addressed, stamped envelope and another copy of the survey questionnaire.

Thank you.

Sincerely,

JOHN T. CRUZ
President

Enclosures

Guam Community College

'Accredited by the Western Association of Schools and Colleges'

APPENDIX D

Office of the State Agency for Vocational and Adult Education
Telephone: (671) 734-4311, ext. 408/294
ADVOCNET: AV06527 FAX: (671) 734-5238
P.O. Box 23069 Guam Community College Guam, 96921

John T. Cruz
State Director

Joaquin S. Pangelinan
Assistant State Director

The Guam Community College is conducting a Follow-Up Survey of its 1989 graduates and their employers. The reasons for conducting follow-up studies are basically threefold: 1) meeting the needs of the employers; 2) a need to know what is or is not being accomplished in vocational programs, and; 3) a measure of compliance to legal requirements to know the extent to which funds used produce intended results. Both the Carl Perkins Vocational Eduction Act and the Guam Community College Act of 1977 mandate that a follow-up study be conducted.

We request your cooperation with this important survey. Your comments on our former student's performance will help us improve our vocational education offerings and make our graduates more productive. All responses will be kept strictly confidential and no students's name will be identified.

Your assistance in this project is greatly appreciated. If you have any questions regarding this survey, please call Margaret Reyes at 734-4311, extension 408.

Thank you for assisting the College in improving vocational-technical programs.

Sincerely,

JOHN T. CRUZ
President

Enclosures

Guam Community College

'Accredited by the Western Association of Schools and Colleges'

Office of the State Agency
for Vocational and Adult Education

Telephone: (671) 734-4311, ext. 408/204
ADVOCNET: AV06527 FAX: (671) 734-5238

P.O. Box 23069 | Guam Community College | Guam, 96921

John T. Cruz
State Director

Joaquin S. Pangelinan
Assistant State Director

APPENDIX E

Last month we sent a Follow-Up-Survey for graduates and former students of the Guam Community College. We request your cooperation with this survey. Your comments on our former student's performance will help us improve our vocational education offerings. All responses will be kept strictly confidential and no student's name will be identified.

Please fill out the enclosed questionnaire and mail it back to us as soon as possible. Enclosed is a self-addressed, stamped envelope for your convenience.

Thank you for assisting the College in improving vocational-technical programs.

Sincerely,

JOHN T. CRUZ
President

Enclosures

Guam Community College

"Accredited by the Western Association of Schools and Colleges"

Employer Follow-Up

P. O. Box 23069 Guam Main Facility Guam, 96921

DIRECTIONS:

PLEASE COMPLETE ALL SECTIONS OF THIS FORM (FRONT & BACK). YOUR RESPONSE WILL IN NO WAY AFFECT THE EMPLOYEE. ALL RESPONSES YOU GIVE WILL BE KEPT STRICTLY CONFIDENTIAL AND WILL BE USED BY VOCATIONAL EDUCATORS TO EVALUATE THE EFFECTIVENESS OF THEIR PROGRAMS. THE QUESTIONNAIRE CONTAINS A CODE NUMBER IN THE UPPER RIGHT HAND CORNER. NO PART OF THIS CODE NUMBER CONTAINS STUDENT IDENTIFIERS.

I. PERSONNEL INFORMATION

A. NAME OF EMPLOYEE: _____

B. NAME OF COMPANY OR FIRM: _____

C. MAILING ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

TELEPHONE NUMBER(S): _____

II. EMPLOYMENT INFORMATION:

IF THE EMPLOYEE WORKS FOR YOUR COMPANY/FIRM, PLEASE HAVE THE IMMEDIATE SUPERVISOR OF THE EMPLOYEE FILL OUT THE QUESTIONNAIRE. IF THE EMPLOYEE IS NO LONGER WITH YOUR COMPANY/FIRM, PLEASE LET US KNOW BY CALLING OUR OFFICE.

SUPERVISOR FILLING OUT THIS FORM:

A. NAME: _____ DATE: _____

B. POSITION TITLE: _____

III. RETURN ADDRESS:

PLEASE RETURN THIS FORM IN THE ENCLOSED SELF-ADDRESSED, STAMPED ENVELOPE. BE SURE TO FILL OUT BOTH SIDES OF THIS FORM. WE WOULD LIKE TO RECEIVE THIS INFORMATION AS SOON AS POSSIBLE. IF YOU HAVE ANY QUESTIONS REGARDING THIS SURVEY, PLEASE CALL GUAM COMMUNITY COLLEGE, AT 734-4311, EXT. 48.

_____
(CODE NUMBER OR PROGRAM AREA/YEAR)

EMPLOYER FOLLOW-UP QUESTIONNAIRE

1. VOCATIONAL TRAINING EVALUATION:

PLEASE RATE THE VOCATIONAL TRAINING RECEIVED BY THE INDIVIDUAL IN THE FOLLOWING AREAS:

	VERY GOOD	GOOD	AVERAGE	POOR	VERY POOR
A. TECHNICAL KNOWLEDGE	[ ]	[ ]	[ ]	[ ]	[ ]
B. WORK ATTITUDE	[ ]	[ ]	[ ]	[ ]	[ ]
C. WORK QUALITY	[ ]	[ ]	[ ]	[ ]	[ ]

2. OVERALL RATING:

WHAT IS YOUR <u>OVERALL</u> RATING OF THE VOCATIONAL TRAINING RECEIVED BY THIS INDIVIUDAL AS IT RELATES TO THE REQUIREMENTS OF HIS/HER JOB?

VERY GOOD	GOOD	AVERAGE	POOR	VERY POOR
[ ]	[ ]	[ ]	[ ]	[ ]

3. RELATIVE PREPARATION:

AS A RESULT OF THIS PERSON'S VOCATIONAL TRAINING, HOW WOULD YOU RATE HIS/HER PREPARATION IN RELATION TO OTHER EMPLOYEES IN HIS/HER WORK GROUP WHO DID NOT RECEIVE THE SAME TRAINING?

[ ] NO BASIS FOR COMPARISON

[ ] INDIVIDUAL IS BETTER PREPARED

[ ] BOTH ARE ABOUT THE SAME

[ ] INDIVIDUAL IS LESS PREPARED

4. WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVING THE TECHNICAL AND/OR PERSONAL SKILLS OF VOCATIONAL EDUCATION STUDENTS WHO WILL BE HIRED BY YOUR FIRM?

TECHNICAL SKILLS: _____
(EXAMPLE: DIRECTLY RELATED TO JOB PERFORMANCE)

_____

_____

PERSONAL SKILLS: _____
(EXAMPLE: COOPERATION WITH CO-WORKERS)

_____

_____

VOCATIONAL EDUCATION

Philosophy Of The College

Guam Community College believes in the principle that each and every individual should have the opportunity to develop his or her greatest potential. The College is committed to:

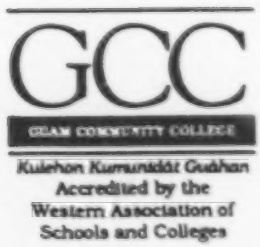
1) *a comprehensive offering of vocational-technical programs.*
2) *Open-Door admissions and equal educational opportunity for all students regardless of their sex, race, religion, past academic record, age, national origin, handicap, or financial resources.*
3) *quality teaching.*
4) *affirmative action for non-traditional students.*
5) *responsiveness to the educational and cultural needs of the community.*

Accreditation

Guam Community College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

Non Discrimination and Affirmative Action

Guam Community College affirms the right of all individuals to equal opportunity in education and employment, without regard to race, color, religion, age, national origin, or handicap. The College is committed to comply with all territorial and federal statutes, rules and regulations which prohibit discrimination in its policies and practices and which require affirmative action.



Accredited by the
Western Association of
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GUAM COMMUNITY COLLEGE
P. O. Box 23069
Main Postal Facility
Guam Mariana Islands 96921
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